
MODULE 1



Offer
versus
Serve

**in Traditional
Food Based
Menu Planning**

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Step 1: Get Set for Success

Trainers: The information below will help you plan for training child nutrition program staff to implement OVS in programs using Traditional Food Based Menu Planning (Traditional FBMP). Refer to the section on *How To Use This Manual* for more training tips.

Educational Objectives

After this lesson, participants will be able to:

- Describe what students must be offered for lunch and breakfast under Traditional FBMP.
- Recognize reimbursable lunches and breakfasts under OVS provisions for Traditional FBMP.
- Explain menu planning tips and how to deal with logistical issues when implementing OVS under Traditional FBMP.
- Describe ways to increase awareness and support for OVS throughout the school community.
- Access additional resources for OVS as needed.

Definitions

Food Component—One of the 4 food groups that comprise the reimbursable school lunch. The school breakfast is comprised of 3 or 4 food components. The food components are:

1. Meat/meat alternate
2. Grains/breads
3. Vegetables/Fruits
4. Milk

Food item—One of the required foods that comprise a reimbursable school meal.

At **lunch**, the 5 required food items are: meat or meat alternate; milk; grains/breads; and 2 servings of vegetables/fruits.

At **breakfast**, the 4 required food items are: milk; juice/fruit/vegetable (full-strength fruit or vegetable juice); and 2 servings of grains/breads or 2 servings of meat/meat alternate or 1 serving of grains/breads and 1 serving of meat/meat alternate or equivalent combination of both of these components.

Serving—The minimum quantity of a food item that must be offered to meet program requirements for specified age/grade groups.

Combination food—A menu item comprised of 2 or more food items, such that a student cannot separate and decline any of the combined food items. Examples include soups, pizza, prepared sandwiches, and burritos.

Teaching Aids

- Overhead transparencies
- Activity sheets
- Appendices
- Flip chart (easel and paper), markers
- Food photo cards or plastic/rubber food models

(See the *Training Tools* section at the end of this module.)

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Step 2: Give an OVS Overview

Trainers: This section introduces the concept, goals and overall requirements of OVS, written as you might present them in a training session. In the activity, participants will brainstorm the potential benefits of OVS.

What Is OVS?

OT-1

Display OT-1: What Is OVS?

► **Question:** Is OVS...

- a. An alternative way to start a tennis match?
- b. A food service style where students serve themselves?
- c. A new way to offer more food choices on school menus?
- d. A system designed to decrease food waste and give students greater flexibility?

What Is OVS?

- a. An alternative way to start a tennis match?
- b. A food service style where students serve themselves?
- c. A new way to offer more food choices on school menus?
- d. A system designed to decrease food waste and give students greater flexibility?



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Answer: d. OVS is a provision that allows students to decline either 1 or 2 of the food items in a school lunch (or 1 food item in a school breakfast) that they do not intend to eat.

As a result, OVS can help achieve two major goals:

- To reduce food waste in school nutrition programs.
- To permit students to select only the foods they want to consume.

Simply put, when students are allowed to take only what they intend to eat, less food makes it into the garbage can at the end of a meal.

Who, When, and Where? OVS Requirements

OT-2

Display OT-2: OVS: Who, When, and Where?

Senior high schools, as defined by the State educational agency, are required to implement OVS for lunch. Students may choose which foods to decline, if any. For school breakfast, OVS is optional at senior high schools.

Below the senior high school level, OVS is optional for both breakfast and lunch. Many school nutrition programs find that having OVS also at elementary and middle schools helps cut down food waste. School Food Authorities (SFAs) have the right to decide whether to have OVS for students younger than senior high school, in what grades to implement it, and whether the students can decline 1 or 2 food items.

OVS: Who, When, and Where?

OVS is:

- Required for lunch at senior high schools
- Optional at lunch in lower grade levels
- Optional at breakfast in all grades

Who decides?

- School food authority decides:
 - whether to implement OVS when optional and in what grades
 - whether students below high school can decline 1 or 2 food items at lunch
- Students decide what foods to decline

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Why? The Benefits of OVS

► ACTIVITY: Benefits Brainstorm

1. Ask the participants to brainstorm the potential benefits of OVS.
2. Write their ideas on a flip chart.
3. Summarize the group's ideas and list any additional ones.

Possible answers:

- Less food waste.
- Potential cost savings (may be able to prepare less food).
- Increased customer satisfaction.
- Students may eat more food—and get the nutrients they need—because they are more likely to eat the foods they select for themselves.

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Step 3: Outline the Lunch Line

Trainers: This section explains program requirements specific to Traditional FBMP—or what students must be offered for lunch—written as you might present them in a training session. In the activity, participants will look at sample lunch menus and discuss variations they observe.

While this is not a menu-planning course, you will need to know what foods (and how much) students must be offered in order to know what qualifies as a reimbursable meal under OVS. So we will start by reviewing the program requirements for school lunch under Traditional FBMP.

What Must Be Offered at Lunch

OT-3

Display OT-3: What's for Lunch?

To meet program requirements, students must be offered daily:

- 5 food items;
- from the 4 food components;
- in at least the minimum serving sizes for the appropriate age/grade group.

What's for Lunch?

Students must be offered a lunch that contains:

- 5 food items...
- from the 4 food components...
- in at least the minimum serving sizes for the appropriate age/grade group.

The 4 food components at lunch are:

Component	Abbreviation
Meat/Meat Alternate	M/MA
Vegetables/Fruits	V/F
Grains/Breads	G/B
Milk	Milk

The 5 food items at lunch include:

- Meat/Meat Alternate
- Grains/Breads
- Vegetables/Fruits—two or more servings of different kinds of vegetables and/or fruits
- Milk

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Let's take a look at this requirement.

What are the 4 food components for lunch?

1. Meat/Meat Alternate (M/MA) = meat, poultry, fish, cheese, peanut butter or other nut or seed butters, nuts, eggs, dry beans, yogurt, and alternate protein products.
2. Vegetables and/or Fruits (V/F) = raw, cooked, fresh, dried, canned, and frozen; and full-strength juice.
3. Grains/Breads (G/B) = bread, tortillas, bagels, rice, pasta, rolls, and many more products made from enriched or whole-grain meal or flour, bran or germ.
4. Milk = fluid, served as a beverage.

The food component names are often abbreviated, as shown in the chart on OT-3.

To get 5 food items, the following must be served daily:

- 1 serving M/MA;
- 2 servings V/F (2 or more servings of different vegetables and/or fruits to total at least the minimum daily requirement);
- 1 serving G/B (or more, to meet the minimum weekly total);
- 1 serving fluid milk.

Meals offered must meet the meal pattern requirements for any meal to be reimbursable under OVS. In addition to meeting meal pattern requirements, schools must offer meals that meet the USDA nutrition standards listed in 7 CFR Part 210.10 for the appropriate age/grade group. Additional foods, larger portions, and condiments should be added, as appropriate, to provide sufficient calories and nutrients.

OT-4

Display OT-4: Lunch Age/Grade Groups

What are the minimum food quantities established for different age/grade groups?

Food quantities vary by age/grade group because children's nutritional needs vary with age.

- The two grade groups established for school lunch are K-3 and 4-12.
- There is an optional group for Grades 7-12 to help schools target their meals to the needs of older students.
- For schools that serve very young children, there are also minimum quantities established for children ages 1-2 years and 3-4 years.
- Schools that cannot vary portion sizes must offer all students at least the minimum quantities for grades 4-12.

To understand the minimum serving sizes for each age/grade group, let's review the Meal Pattern for Lunch (refer to Appendix A and display or distribute).

Lunch Age/Grade Groups

Lunch meal patterns are established for the following age/grade groups:

- Ages 1-2
- Ages 3-4 (Preschool)
- Grades K-3
- Grades 4-12
- Grades 7-12 (optional)

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It is also important to note some component-specific requirements:

Grains/Breads Component

OT-5 Display OT-5: Grains/Breads at Lunch

- For any G/B to count toward the requirements, the planned serving size must be at least $\frac{1}{4}$ serving.
- There are both daily and weekly requirements for the G/B component. (See chart on OT-5.)
- For the purposes of Traditional FBMP, a week equals five days.

Grains/Breads at Lunch		
Requirements:		
• Daily minimum		
• Weekly minimum (5-day week)		
Grains/Breads (servings)		
Grade	Per Day	Per Week
Ages 1-2	at least $\frac{1}{2}$	5
Ages 3-4	at least 1	8
K-3	at least 1	8
4-12	at least 1	8
7-12 (optional)	at least 1	10

Vegetables/Fruits Component

OT-6 Display OT-6: Vegetables/Fruits at Lunch

- Keep in mind that the V/F component must come from 2 or more different kinds daily. That is, each lunch must provide at least 2 different V/F.
- For any V/F to count toward the requirements, the planned serving size must be at least $\frac{1}{8}$ cup.

Vegetables/Fruits at Lunch	
Requirements:	
• Two or more different kinds daily	
• Planned serving size at least $\frac{1}{8}$ cup	
• Minimum daily amount	
Daily minimums	
Grade	V/F
Ages 1-2 & Preschool	$\frac{1}{2}$ cup/day
K-3	$\frac{1}{2}$ cup/day
4-12	$\frac{3}{4}$ cup/day
7-12 (optional)	$\frac{3}{4}$ cup/day

Now we will do an activity to check that you understand what must be offered for lunch under Traditional FBMP.

► ACTIVITY: Show What You Know (cooperative learning)

1. Assign each group of 4-5 participants at least 1 sample lunch menu (grades K-3) on Activity Sheet 1.
2. Ask them to review the menu and put together an illustration of it using food photo cards or plastic/rubber food models.
3. Then, have them discuss and decide which food items provide which food components (not necessarily the amounts, just which component) and write this on the right side of the Activity Sheet.
4. Ask each group to report their results to the larger group, displaying their illustrated menu.

OT-7

5. Display OT-7: Sample Lunch Menus

showing the entire week of menus and the components and amounts provided. Also refer to the *Activity Sheet 1—Answer Key* in Appendix C.

6. Answer questions and summarize as necessary to check for understanding.

Sample Lunch Menus

Traditional FBMP
(Grades K-3)

Food Items	Food Components	Food Items	Food Components
Lasagna OR Taco Pocket	1½ oz M/M + 1 egg G/B	Spaghetti/Meat Sauce & Garlic Bread OR Peanut Butter & Jelly Sandwich	1½ oz M/M + 2 egg G/B
Green Salad w/dressing	¾ cup V/F	Toasted Salad w/dressing	¾ cup V/F
Fresh Banana Half	¾ cup V/F	Apple	¾ cup V/F
Choice of Milk	½ pint (8 fl oz)	Choice of Milk	½ pint (8 fl oz)
Hamburger on Bun (meat, mustard) OR Chicken Nuggets w/sauce, Roll	1½ oz M/M + 2 egg G/B	Chicken Drumsticks OR Cajun Fish Fillet	1½ oz M/M + 1 egg G/B
Potato Rounds w/soup	¾ cup V/F	Seasoned Rice	1 egg G/B
Fruit Cocktail	¾ cup V/F	Carrot Sticks with Dip	¾ cup V/F
Oatmeal Cookie	¾ cup V/F	Kiwifruit	¾ cup V/F
Choice of Milk	½ pint (8 fl oz)	Bread Pudding	½ pint (8 fl oz)
Ham Sandwich (meat, mayo) OR Bean & Cheese Burrito w/salsa	1½ oz M/M + 2 egg G/B	Choice of Milk	½ pint (8 fl oz)
Green Beans	¾ cup V/F		
Peaches	¾ cup V/F		
Low-fat Vanilla Pudding	¾ cup V/F		
Choice of Milk	½ pint (8 fl oz)		

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Combination Foods

Every one of the lunch menus you just illustrated (as shown on OT-7) provides the 4 food components in 5 food items, as required.

- Do they all have 5 food items listed? If not, how many?

How can a meal provide 5 food items from the 4 food components yet have only 4 foods listed on the menu? This happens when a food listed on the menu, such as an entrée, contains more than 1 food item.

We call this a combination food.

- A combination food is comprised of 2 or more food items, offered in such a way that a student cannot separate and decline any of the combined food items.
- Many of us eat combination foods all the time, since they offer the convenience and blend of flavors we prefer.
- Foods from many cultures can be considered combination foods and are often listed as 1 item on a menu.

- Can you name some combination foods from your own culture or a favorite ethnic cuisine?

OT-8

Display OT-8: Combination Foods at Lunch

For example:

- Burritos—tortillas (G/B); meat, beans, and/or cheese (M/MA); and sometimes tomatoes, lettuce, salsa, or other vegetables wrapped inside (V/F).
- Pizza—cheese (M/MA), crust (G/B), and sauce (V/F).
- Chicken Nuggets—chicken meat (M/MA) and breading (G/B).
- Pork-Vegetable Stir-Fry—pork (M/MA) and vegetables (V/F).

No doubt you can name many others. Keep in mind that hamburgers and hot dogs are combination foods only if they are assembled with buns before they are placed on the serving line (such as pre-wrapped). Similarly, entrées consisting of grains and meats, grains and vegetables, or meat and vegetables are combination foods only if put together before being placed on the serving line. For example:

- Beef Tips over Noodles.
- Chicken Curry with Potatoes.

If a student can accept the Beef Tips but decline the Noodles, these are separate items and not a combination food.

Combination Foods at Lunch

Q: How can a meal provide 5 food items from the 4 food components yet feature only 4 foods on the menu?

A: One food is a combination food.

Food Items on the menu	Food Components
Bean & Cheese Burrito	M/MA (beans, cheese) G/B (tortilla)
Cheese Pizza	M/MA (cheese) G/B (crust) V/F (tomato sauce)
Chicken Nuggets	M/MA (chicken) G/B (breading)
Pork-Vegetable Stir-Fry	M/MA (pork) V/F (vegetables)

... and many more!



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4 Step 4: Recognize Reimbursable Lunches

Trainers: This section defines reimbursable lunches—or what a student must take—under OVS provisions, written as you might present it in a training session. In the small-group activity, participants will practice recognizing reimbursable lunches from the sample menus given.

In this section you will learn to recognize reimbursable lunches—that is, the minimum amount of food a student must take for your program to claim reimbursement from the Federal government for that lunch. Many students take and eat all the foods offered. These students gain the most nutrition from school meals. But to reduce food waste and ensure that students select foods providing a minimum level of nutrients, minimum amounts of food required for reimbursable meals have been set. It is these minimums we will focus on here.

General OVS Requirements

OT-9 Display OT-9: Reimbursable Lunches

The following are general requirements for OVS for lunch under Traditional FBMP:

- Students must be offered at least the minimum serving sizes of 5 food items from the 4 food components.
- Students must take at least 3 of the 5 food items. This is the minimum under Federal program regulations. However, a local district (SFA) has the right to decide whether students below the senior high school level must take a minimum of 3 or 4 of the 5 food items offered.
- Students must take full servings for food items to count toward a reimbursable meal.
- Students may decline any food item, including the entrée or milk.
- Students may take smaller portions of the declined food items.
- The meal must be priced as a unit. That is, a student who takes 3, 4, or 5 food items, or smaller portions of some items, pays the same price.

Reimbursable Lunches

General requirements for OVS at lunch are:

- Schools must offer at least the minimum serving sizes of all 5 food items.
- Students must select the minimum number of items required (at least 3 of 5 for senior high school; 3 or 4 of 5 for lower grades).
- Must take full servings to count toward a reimbursable meal.
- May decline any food item, including the entrée or milk.
- May take smaller portions of declined food items (does not affect price).
- Lunch must be priced as a unit.

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OVS Requirements by Food Item

Counting milk is straightforward: a student either does or does not take the 8 ounces of fluid milk offered. Counting the other food items is a little more complex.

Vegetables/Fruits (V/F)

OT-10

Display OT-10: Counting Vegetables/Fruits at Lunch

- To count 1 V/F food item, a student must take the full serving size planned/offered. The smallest serving that may be credited toward the V/F component is $\frac{1}{8}$ cup of any V/F (including self-serve).
- To count both V/F food items, a student must take 2 or more items to total the full daily required amount.

In the menu displayed, the V/F daily requirement of $\frac{3}{4}$ cup for grades 4-12 is met by offering $\frac{1}{4}$ cup each of 3 different vegetables or fruits. To meet the full requirement for the V/F component (that is, to count as 2 food items for OVS), a student must take all 3 V/F.

► How many V/F food items can you claim if a student takes:

- Peas and carrot sticks? (1 V/F).
- Pears only? (1 V/F).
- Peas, carrot sticks, and pears? (2 V/F).

Grains/breads (G/B)

OT-11

Display OT-11: Counting Grains/Breads at Lunch

- To count a G/B component, a student must take a minimum of 1 full serving.
- This G/B component can be taken in combination with another food item (such as in many entrées) or separately (such as a roll or serving of rice), but it can only be counted if the total adds up to 1 full G/B serving.

Counting Vegetables/Fruits at Lunch

To count 1 V/F food item:

- A student must take the full serving size offered (planned to be $\frac{1}{8}$ cup or more of any V/F).

To count both V/F food items:

- A student must take at least 2 different V/F items totaling at least the daily minimum requirement for the component.

Example (Grades 4-12):

Chicken Drumsticks
Roll with Butter
Sweet Peas ($\frac{1}{4}$ cup)
Carrot Sticks ($\frac{1}{4}$ cup)
Diced Pears ($\frac{1}{4}$ cup)
Milk

How many V/F can you claim if a student takes the following as part of a reimbursable meal?

- Peas and carrot sticks?
- Pears only?
- Peas, carrots, and pears?



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Counting Grains/Breads at Lunch

To count the G/B component:

- Student must take at least 1 full serving separately or in a combination food.

Serving sizes vary with the type of G/B:

- 1 slice bread (at least 25 g or 0.9 oz)
- $\frac{1}{2}$ bagel (at least 25 g or 0.9 oz)
- $\frac{1}{2}$ cup rice, pasta, or cooked cereal

Example (Grades 4-12):

Breaded Chicken Nuggets (2 oz MAMA, $\frac{1}{2}$ eq G/B)
Whole-Grain Roll (1 eq G/B)
Tossed Salad ($\frac{1}{4}$ cup V/F)
Diced Pears ($\frac{1}{4}$ cup V/F)
Spice Cake (snack food)
Choice of Milk ($\frac{1}{2}$ pint)

How many G/B can you count if a student takes:

- Roll, Salad, and Pears?
- Nuggets, Roll, and Milk?
- Nuggets, Salad, and Cake?
- The complete meal?



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- Keep in mind that serving sizes vary with different forms of G/B (see Appendix C).
- For any G/B to count toward the requirements, the planned serving size must be at least $\frac{1}{4}$ serving.

► In the sample menu shown, how many G/B can you count toward meeting OVS requirements if a student makes the following selections?

- Roll, Salad, and Pears? (1 G/B).
- Nuggets, Roll, and Milk? (1 G/B).
- Nuggets, Salad, and Cake? (none, since this is not a reimbursable meal).
- The complete meal? (1 G/B, but this is irrelevant since you do not need to count anything if the student takes the full reimbursable meal).

Note that, although you can never claim more than 1 serving of G/B toward the reimbursable meal, the $\frac{1}{2}$ serving provided by the Chicken Nuggets does count toward meeting the weekly G/B requirement.

Meat/meat alternate (M/MA)

OT-12

Display OT-12: Counting Meat/Meat Alternates at Lunch

- As with milk, counting a M/MA food item is straightforward when all the M/MA is in the entrée: a student either takes the entrée or not.
- When the M/MA is provided in 2 foods (the entrée and 1 other food, such as soup and sandwich), a student must take both foods to reach the required amount of M/MA for the M/MA food item to be claimed.
- For any M/MA to count toward the requirements, the planned serving size must be at least $\frac{1}{4}$ ounce.

Counting Meat/Meat Alternates at Lunch

To count the M/MA component:

- Student must take at least the minimum required amount (1.5 to 3 oz, depending on age/grade group) in the entrée only or in the entrée and one other food.

Example (Grades K-3):

- Egg Roll (1 oz M/MA)
- Fried Rice (1 oz M/MA)
- Celery Sticks with Dip
- Fruit Cocktail
- Choice of Milk

What M/MA can you claim if a student takes the following as part of a reimbursable meal?

- Egg Roll
- Fried Rice
- Egg roll and Fried Rice

(TIP: It is easier to count M/MA when the entrée contains all of the minimum M/MA.)

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For example, in the menu displayed on OT-12 for grades K-3, the M/MA food item is split between the egg roll and fried rice.

- ▶ What M/MA can you claim if a student takes:
 - Egg roll? (none)
 - Fried rice? (none)
 - Egg roll and fried rice? (1.5 ounces M/MA, the full amount required)

We will encounter more examples in a later activity.

Combination Foods with OVS

When the menu is planned to include combination foods (foods containing more than 1 food item), it can change how a reimbursable meal looks at the point of service.

OT-13

Display OT-13: Combination Foods with OVS at Lunch

For example, take a look at the Spaghetti and Chicken Drumsticks menus discussed earlier. Both offer 5 food items.

- ▶ How many foods are on the Spaghetti menu? (5) On the Chicken menu? (6)
- ▶ How are the V/F items offered? (In 3 separate food items.)
- ▶ If a reimbursable meal is defined as full servings of at least 3 of the 5 food items offered, what is the minimum number of foods from the Spaghetti menu that a student could select to qualify for reimbursement? (1: spaghetti with meat sauce provides full servings of M/MA and G/B, and 1 serving of V/F.) The spaghetti is served with the tomato and meat sauce as a combination food.
- ▶ How many from the Chicken menu? (3, e.g., chicken, pears, and milk.) Why? Because the required food items are served in 6 separate foods.

Combination Foods with OVS at Lunch	
(Grades 4-12)	
Spaghetti and Meat Sauce.....	2 oz M/MA + 1 svg G/B + ½ cup V/F
Garlic Bread	1 svg G/B
Tossed Salad w/ Dressing	¼ cup V/F
Fresh Apple.....	¼ cup V/F
Choice of Milk.....	8 oz MILK
Chicken Drumsticks.....	2 oz M/MA
Whole-Wheat Roll.....	2 svg G/B
Sweet Peas.....	¼ cup V/F
Carrot Sticks.....	¼ cup V/F
Diced Pears.....	¼ cup V/F
Choice of Milk.....	8 oz MILK

For each menu:

- How many food items?
- What is the smallest number of food items that could comprise a reimbursable meal?

Keep in mind the minimum portions creditable—that is, the minimum amount a student must take for a food to count toward a reimbursable meal.

- V/F food item—If a combination food provides at least $\frac{1}{8}$ cup of V/F, this can be counted toward meeting the V/F food item requirement because it is the planned serving size. However, the nutritional benefit to students is reduced when V/F are offered in such small amounts. For this reason, many school districts do not count those small amounts toward meeting requirements.
- G/B food item—1 full serving must be taken to count this food item.

Also, note that if the menu **offered** does not meet the meal pattern requirements, **none** of the meals **served** that day are reimbursable, even if students take 3 or more food items.

► **ACTIVITY: Reimbursable Lunches (cooperative learning)**

1. Assign each group of 4-5 participants one or more sample lunch menus for grades 4-12 on Activity Sheet 2.
2. Ask them to review the menu and put together an illustration of it using food photo cards or plastic/rubber food models.
3. Ask each group to discuss and write in the 3rd column as many combinations of food items as possible that would qualify as reimbursable meals.
4. Next, have each group write in the 4th column several combinations that would **not** qualify for reimbursement. Remind them that serving sizes can make a difference.
5. Finally, each group presents to the larger group: 1st, the menu (write it on the board or a flip chart and display food photos or models) and then several combinations (illustrated with photos or models) without identifying them as reimbursable or not. Have the small group then “quiz” their colleagues to identify each as reimbursable or not. When confirming the correct answers, small group members should state why or why not the combination qualifies as a reimbursable meal. Also refer to the *Activity Sheet 2—Answer Key* in Appendix C.

Special Situation: Food/Theme Bars

Salad bars, potato bars, taco bars, pasta bars, and other food/theme bars appeal to students of all ages. These can be offered as complete lunches under Traditional FBMP as long as they include all 5 food items. Or, they can be offered as part of a meal, such as a vegetable/fruit bar for 1 or 2 of the V/F food items.

OT-14


Display OT-14: Taco Bar Lunch Menu #1

- There are 16 foods being offered in the Taco Bar Lunch Menu #1. But how many Food Components? How many Food Items? If you said all 4 components, you're right. And there are 5 food items, as well as "extra" foods. Just imagine the difficulty you might have recognizing reimbursable meals!

Taco Bar Lunch Menu #1
(Grades 4-12)

Taco Shells	Fresh Salsa
Seasoned Meat	Sour Cream
Refried Beans	Guacamole
Spanish Rice	Baby Carrots
Tortilla Chips	Cucumber Slices
Chopped Lettuce	Choice of Fruit
Diced Tomato	Choice of Milk
Grated Cheese	Oatmeal Cookie

How many food components?
How many food items?

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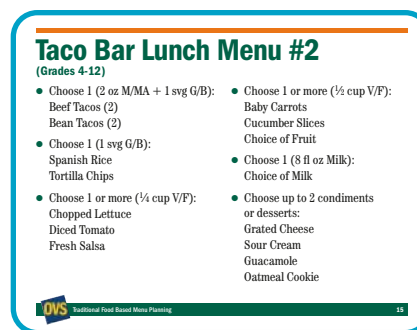
The trick to OVS for food/theme bars under Traditional FBMP is knowing which foods represent which food item choices. The menu planner must clearly identify each of the food items and serving sizes as well as what students can choose and communicate this with students, managers, and cashiers. For instance:

- M/MA—While there are several M/MA foods on the taco bar (meat, beans, and cheese), they are not equal choices if they do not each provide a 2 ounce portion. It may be best to pre-portion and offer 2 Tacos, filled with either 2 ounces of Meat or $\frac{1}{2}$ cup of Beans, as the entrée. The cheese can be considered a garnish and offered in smaller portions.
- G/B—2 taco shells (1 full serving of G/B) are already included in the entrée. Students could also take the rice; if pre-portioned, $\frac{1}{2}$ cup provides another serving of G/B.
- V/F—Grouping V/F choices limits the number of food item selections so that cashiers have a reasonable job to do. The challenge, however, is making sure that any 2 choices add up to $\frac{3}{4}$ cup when counting 2 V/F as 2 food items for OVS (Grades 4-12). We will explore two ways to do that shortly.
- Milk—Milk is straightforward, even if several types of fluid milk are offered.

OT-15 Display OT-15: Taco Bar Lunch Menu #2

Menu #2 shows one way the foods could be designated and merchandised as 5 food items.

- ▶ How many food items are being offered? (5)
- ▶ Now that the food item choices have been defined, what are some possible reimbursable meals from this food/theme bar?



Any meal that contains at least 3 food items, in at least the planned serving sizes, qualifies for reimbursement, since there are 5 food items offered and students may refuse any 2 items. For example:

- Tacos (with either filling) and Milk ($\frac{1}{2}$ pint).
 - Spanish Rice ($\frac{1}{2}$ cup), Salsa ($\frac{1}{4}$ cup), and Carrots ($\frac{1}{2}$ cup).
 - Tacos, Lettuce ($\frac{1}{4}$ cup), Tomato ($\frac{1}{4}$ cup), Cheese, Fruit ($\frac{1}{2}$ cup), and Milk ($\frac{1}{2}$ pint).
 - ...and many others!
- ▶ Suppose a fourth-grader wants only 1 taco, saying she can't eat 2. What else must she take for the meal to be reimbursable?

Since 1 taco provides only 1 ounce M/MA and $\frac{1}{2}$ G/B, she must take at least 3 more items or enough items to equal full servings of at least 3 food items. For example:

- Taco (1)(with either filling), Lettuce ($\frac{1}{4}$ cup), Tomato ($\frac{1}{4}$ cup), Cheese, Fruit ($\frac{1}{2}$ cup), and Milk ($\frac{1}{2}$ pint) = 2 V/F, 1 milk
- Taco (1)(with either filling), Spanish Rice ($\frac{1}{2}$ cup), Salsa ($\frac{1}{4}$ cup), and Carrots ($\frac{1}{2}$ cup) = 1 G/B, 2 V/F

Note that if students follow “directions” (choose 1, take full servings, etc.), they will select all 5 food items in the planned serving sizes to equal a reimbursable meal. While we want to encourage this, some students may want to eat less. Under OVS, they may select fewer items.

5

Step 5: Lay Out the Breakfast

Trainers: This section explains program requirements, or what students must be offered for breakfast, written as you might present it in a training session. In the activity, participants will look at sample breakfast menus and discuss variations they observe.

As with lunch, you will need to know what foods (and how much) students must be offered in order to know what qualifies as a reimbursable breakfast under OVS. First, let's review the program requirements for school breakfast under Traditional FBMP.

What Must Be Offered at Breakfast

OT-16

Display OT-16: What's for Breakfast?

To meet program requirements, students must be offered:

- 4 food items;
- from the 3 or 4 food components;
- in at least the minimum serving size for the appropriate age/grade group.

Let's look at these requirements.

What are the 4 food components for breakfast?

1. M/MA = meat, poultry, fish, cheese, nuts, nut butters, eggs, dry beans, yogurt, and alternative protein products.
2. G/B = bread, tortillas, bagels, biscuits, muffins, and many more products made from enriched or whole-grain meal or flour, plus enriched or fortified cereals.
3. V/F = fruit or vegetable in any form or full-strength juice.
4. Milk = fluid, served as a beverage or on cereal or both.

While these components appear the same as for lunch, they can be combined differently in breakfast menus. We will see how shortly.

What's for Breakfast?

Breakfasts offered to students must contain:

- 4 food items;
- from 3 or 4 food components;
- in at least the minimum serving sizes for the appropriate age/grade group.

The breakfast food components are:

- Milk
- Juice/Fruit/Vegetable (V/F)
- Grains/Breads (G/B)
- AND/OR
- Meat/Meat Alternate (M/MA)

The 4 breakfast food items are:

1	1 serving of milk
2	1 serving of juice/fruit/vegetable
3	2 servings of grains/breads (G/B)
4	2 servings of meat/meat alternate (M/MA)
	OR 1 serving G/B and 1 serving M/MA
	OR An equivalent combination of M/MA and G/B

Age/grade groups established for breakfast:

- Ages 1-2
- Preschool (ages 3-4)
- Grades K-12

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What are the minimum food quantities established for different age/grade groups? They vary because a child's nutritional needs vary with age.

- The one required grade group for school breakfast is K-12.
- For schools that serve very young children, there are also minimum quantities established for children ages 1-2 years and preschool children (ages 3-4).

To understand the minimum serving sizes for each age/grade group, refer to the Meal Pattern for Breakfast, Appendix B and display or distribute.

G/B and M/MA Food Items

When it comes to meeting the breakfast requirements, the G/B and M/MA food items are unique yet interdependent.

OT-17

Display OT-17: G/B or M/MA or Both at Breakfast?

At a minimum, each school breakfast for grades K-12 must include 2 servings of G/B (serving sizes vary) **or** 2 servings of M/MA (1 oz equivalent each) **or** 1 serving of each or an equivalent combination. Take a look at the examples on OT-17.


G/B or M/MA or Both at Breakfast?

For grades K-12, school breakfasts must offer:

2 svgs G/B (serving sizes vary)
OR
2 oz M/MA (1 oz equivalent each)
OR
1 oz M/MA and 1 svg G/B
OR
An equivalent combination of M/MA and G/B

For example:

2 G/B	2 M/MA	1 G/B + 1 M/MA
• Bagel (1.8 oz)	• Hard-cooked Egg (1 large)	• Sausage Biscuit (1 oz equivalent M/MA + 3 oz G/B)
• Waffle (2.2 oz)	• Fruit-flavored Yogurt (1 cup)	• Breakfast Burrito (1 serving)
• Blueberry Muffin (3.6 oz)	• Cottage Cheese (½ cup)	• Oatmeal (cooked) (½ cup) with toasted nuts (1 oz)
• Oatmeal (cooked) (½ cup) and Toast (3 oz)	• Sausage Links (2 oz equivalent M/MA)	• Cheese (1 oz) on toast (3 oz)

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In the next activity, we will look at more sample breakfast menus. They all provide the required G/B and/or M/MA food items, but in different ways.

► **ACTIVITY: Show What You Know (cooperative learning)**

1. Assign each group or 4-5 participants one or two sample menus for grades K-12 on Activity Sheet 3.
2. Ask each group to review the menus and use food photo cards or plastic/rubber food models to show examples of the menus.
3. Have each group discuss and name the food components for each food item on the menus.
4. Have each group report their results to the larger group, displaying their menu examples.

OT-18

5. **Display OT-18: Sample Breakfast Menus** showing the entire week of menus and the food components and quantities provided. Also refer to the *Activity Sheet 3—Answer Key* in Appendix C.
6. Answer questions and summarize as necessary to check for understanding.

Sample Breakfast Menus			
Food Items		Food Components	
Assorted Cereal	1 sug G/B	Assorted Ham & Cheese	1 sug G/B + 1 oz MMA
Toast & Jam	1 sug G/B	Sandwich Half	1 sug G/B + 1 oz MMA
Orange Juice	½ cup V/F	Pineapple Chunks	½ cup V/F
Milk	8 oz MILK	Milk	8 oz MILK
Cheese & Egg Quesadilla	1 sug G/B + 1 oz MMA	Baked French Toast	1 oz MMA + 1 sug G/B
with Salsa		Orange Wedges	½ cup V/F
Applesauce	½ cup V/F	Milk	8 oz MILK
Milk	8 oz MILK		
Flavored Yogurt (4 oz)	1 MMA		
Bagel Half with Jelly	1 sug G/B		
Dried Fruit Mix	½ cup V/F		
Milk	8 oz MILK		

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6 Step 6: Identify Reimbursable Breakfasts

Trainers: This section defines reimbursable breakfasts—or what a student must take—under OVS provisions, written as you might present it in a training session. In the small-group activity, participants will practice recognizing reimbursable breakfasts from the sample menus given.

In this section you will learn to recognize reimbursable breakfasts—that is, the minimum a student must take in order to claim reimbursement from the Federal Government for that meal. Students who eat the foods offered are assured of the best nutrition to fuel their activities until lunchtime. So it pays to know what reimbursable breakfasts contain and to encourage students to select them.

General OVS Requirements

OT-19 Display OT-19: Reimbursable Breakfasts

OVS is optional for breakfast at all grade levels. If a school food authority decides to implement OVS for breakfast under Traditional FBMP, it must follow these general requirements:

- Students must be offered at least the minimum serving sizes of all 4 food items from 3 or 4 food components.
- Students must take full servings of at least 3 food items.
- Students may decline any food item, including the milk.
- Students may take a smaller portion of the declined food item.
- Each breakfast must be priced as a unit. That is, a student pays the same price whether she or he takes the minimum or maximum number of food items, or a smaller portion of the declined food item.

Reimbursable Breakfasts

General requirements for OVS at breakfast (optional at all grade levels):

- Schools must offer at least the minimum servings sizes of all 4 food items from 3 or 4 food components.
- Students must select at least 3 food items.
- Must take full servings to count toward a reimbursable meal.
- May decline any food item, including the milk.
- May take a smaller portion of the declined food item.
- Breakfast must be priced as a unit.



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OVS Requirements by Food Item

As with lunch, counting milk is straightforward: a student either does or does not take the fluid milk offered. The other food items, however, are slightly more complex.

OT-20

Display OT-20: Counting Breakfast Food Items

V/F

- To count the V/F food item, a student must take the full required serving ($\frac{1}{2}$ cup for all except ages 1-2 years).
- The full amount of V/F can be offered in 1 food, such as full-strength juice or fruit salad. Or, it can be divided and offered in 2 foods, such as a fruit turnover and juice, or burrito with salsa and fruit. If offered in 2 foods, however, the student would need to take both items containing V/F to count the V/F component.
- For any V/F to count toward the requirements, the planned serving size must be at least $\frac{1}{8}$ cup.

G/B

- Many breakfast menus are planned to contain 2 servings of G/B.
- To count 1 G/B food item, a student must take at least 1 full serving, which may be in more than 1 food item. To count 2 G/B, a student must take 2 full servings.
- A G/B food item can be taken in combination with another food item (such as in a burrito or a sandwich) or separately (such as a muffin or cereal), but it can only be counted if the total adds up to 1 G/B serving.
- Keep in mind that serving sizes vary with different forms of grains/breads.
- For any G/B to count toward the requirements, the planned serving size must be at least $\frac{1}{4}$ serving.

Counting Breakfast Food Items

To count the V/F food item:

- Student must take the full half-cup minimum of any vegetable or fruit or full-strength juice.
- Can be combined with other food items. For example:
 - Fruit turnover
 - Burrito and salsa

To count 1 G/B food item:

- Student must take at least 1 full serving separately or in a combination food, such as:
 - Burrito
 - Sandwich

To count 1 M/MA food item:

- Student must take at least a 1 oz equivalent of M/MA.

M/MA

- As with milk, counting a M/MA component is straightforward when the entire M/MA food item is in 1 food: a student either takes it or not.
- When the M/MA is provided in more than 1 food, a student must take both foods for the M/MA component to be claimed.
- For any M/MA to count toward the requirements, the planned serving size must be at least $\frac{1}{4}$ oz.

Special Considerations

OT-21

Display OT-21: Mind Your G/Bs and M/MAs in the Morning at Breakfast!

G/B and M/MA Food Items

When offering 2 G/B or 2 M/MA food items:

- May be 2 different foods:
M/MA examples:
 ham and cheese, egg and cheese
G/B examples:
 cereal and toast
- May be 2 servings of the same food:
M/MA examples:
 large egg (1), yogurt (1 cup)
G/B examples:
 toast (2 slices), whole-wheat bagel (1), muffin (1 large)

Note: other examples on OT-17 or 18.

To claim a breakfast for reimbursement, only 2 food items from the M/MAs or G/Bs can be counted. That is, a **maximum** of 2 servings from either or both of these 2 components count toward a reimbursable meal.

- ▶ If a student takes only the bagel (2 G/B) and egg (2 M/MA) in the menu shown, is it a reimbursable meal? No. While the student took 4 food items, she or he only took 2 of the 4 **required** food items offered. At least 3 food items are required for reimbursement.
- ▶ What could a student take in addition to the bagel and egg to comprise a reimbursable meal? (Orange wedges or milk).

Mind Your G/Bs and M/MAs in the Morning at Breakfast!

When offering 2 G/B or 2 M/MA food items:

- May be 2 different foods.
- May be 2 servings of the same food.

To claim reimbursement:

- At least 3 food items must be selected.
- Only 2 servings from M/MA or G/B can be counted (i.e., a maximum of 2 servings from either or both of these components count toward a reimbursable meal).

Example (grades K-12):

Bagel (2 G/B)
Egg (2 M/MA) (1 large)
Orange Wedges (1 V/P)
Milk (8 oz)

What if a student takes bagel and egg only?

What are possible reimbursable meals?

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- What other combinations are possible? (Bagel + orange wedges; bagel + milk; egg + orange wedges; egg + milk; bagel + orange wedges + milk; egg + orange wedges + milk).

Combination Foods

When the menu is planned so that a food contains more than 1 food item, it can make a difference in recognizing reimbursable meals.

- Can you suggest some examples of combination foods at breakfast?

OT-22

Display OT-22: Breakfast Combinations

Here are some common combination foods at breakfast. For example:

- Cheese and Egg Quesadilla:
cheese + egg + tortilla = 2 M/MA + 1 G/B
- Baked French Toast:
egg + bread = 1 M/MA + 1 G/B
- Breakfast Burrito with Salsa:
egg/vegetable filling + tortilla = 2 M/MA + 1 G/B
- Sausage Biscuit: sausage + biscuit = 1 M/MA + 1½ G/B

Breakfast Combinations

Combination foods at breakfast are foods containing more than 1 food item.

Examples:

- Cheese and Egg Quesadilla
- Baked French Toast
- Breakfast Burrito
- Sausage Biscuit (served together)

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Keep in mind the minimum portions creditable for certain food items (mentioned earlier), specifically ½ cup V/F (grades K-12) and 1 full serving of G/B.

Here's a slight twist to combination foods. An "equivalent combination" of the M/MA/G/B components provides flexibility for menu planners. Using this concept, menu planners plan food items that in total may be credited as meeting 1 or more of the required servings of the components. For example, if a menu planner offers a breakfast pizza with 1¼ servings of G/B and ¾ ounce of M/MA, this combination food would be credited as 2 servings of the equivalent combination.

Breakfast Pizza = 1¼ GB + ¾ ounce M/MA = 2 servings equivalent combination of G/B and M/MA.

► **ACTIVITY: Reimbursable Breakfasts (cooperative learning)**

1. Provide each group of 4-5 participants one or more sample breakfast menus for grades K-12 on Activity Sheet 4.
2. Ask them to review the menu and put together an illustration of it using food photo cards or plastic/rubber food models.
3. Ask each group to discuss and write in the 2nd column as many combinations of food items as possible that would qualify as reimbursable meals.
4. Next, have each group write in the 3rd column several combinations that would **not** qualify for reimbursement. Remind them that serving sizes can make a difference.
5. Ask each group to present to the larger group: first, the menu (write it on the board or a flip chart and display food photos or models) and then several combinations (illustrated with photos or models) without identifying them as reimbursable or not. Have the small group then “quiz” their colleagues to identify each as reimbursable or not. When confirming the correct answers, small group members should state why the combination qualifies or does not qualify as a reimbursable meal. Also refer to the *Activity Sheet 4—Answer Key* in Appendix C.

7

Step 7: Make It Happen

Trainers: This section includes menu planning tips that can streamline OVS, plus ways to address logistical issues that may arise, written as you might present it in a training session. Participants will engage in role play activities that emphasize the important and unique role of each child nutrition program staff member in implementing OVS.

Menu Planning Tips for Lunch

Many aspects of menu planning have been covered within the preceding discussion and examples. The following tips are also designed to promote menu planning that facilitates or streamlines OVS while maintaining student acceptance of menus.

Consistency Counts

Display OT-23: Consistency Counts

OT-23

Students and cashiers will find it easiest to recognize a reimbursable lunch when the menu plan is consistent each day. This includes but is not limited to:

- The same number of food items
- The same number of choices within food item groups

Consistency Counts

To minimize confusion among cashiers, consider planning daily menus that have:

- The same number of food items.
- The same number of choices within food items.

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Keep consistency in mind when planning all school menus, especially when OVS is in operation.

Choices within Food Items

Extra consideration should be given to offering choices of different foods in each food item group. Offering choices gives students more of an opportunity to select foods they will eat, and recognizes the fact that not all students have the same tastes. It also increases the chance that a student will select a full meal and thus gain the greatest nutritional benefit.

If you offer several V/F, chances are students will take the 2 they will eat. Plan serving sizes so that any combination of 2 V/F choices will provide at least the total required for the food component.

Let's say you offer the V/F choices shown on the transparency as part of a lunch menu for grades 4-12.

- What can a fourth-grader take so that you can claim the 2 V/F food items?

Menu choices usually expand in secondary schools. When choices are consistent in serving sizes and within food items, it is easier for students to select and cashiers to recognize a reimbursable meal. Educating students about the possible choices is critical. For example, the menu choices listed could be preceded by the statement, "Choose 2 of the following."

Offering Grains/Breads

Traditional FBMP requires a minimum number of G/B servings for lunch (at least 1 per day, with a weekly total of 5 to 8 servings per week, depending on the ages/grades served). These foods give students the majority of their energy nutrients and are important for academic and athletic performance as well as an active lifestyle.

Offer G/B with entrées—While we want to give students several options, it is often best to combine M/MA and G/B in the entrée. Many combination foods do this automatically, such as burritos, lasagna, hamburgers, sandwiches, and pizza.

When the entrée is not a combination food, it is a good idea to merchandise or package at least 1 G/B with the entrée. This helps ensure that a G/B serving is taken, so that students who eat the food they take benefit from a more balanced meal. For example, offer Hamburger on a Bun or Teriyaki Dippers with Rice.

Plan full G/B servings—Whenever possible, plan only full servings of G/B. If there are 2 food items containing bread, try to provide at least 1 full serving of G/B in each item.

Vegetable/Fruit Choices at Lunch

To encourage students to select V/F:

- Offer tasty, attractive V/F choices daily.
- Make any 2 V/F choices equal or exceed the total amount required to count as 2 V/F food items.

Examples:

Choose 2 or more:

- Carrot and Celery Sticks w/ dip ($\frac{3}{4}$ cup)
- Potato Rounds w/ catsup ($\frac{1}{2}$ cup)
- Canned Peaches ($\frac{3}{4}$ cup)
- Fresh Banana ($\frac{1}{2}$ medium = $\frac{3}{4}$ cup)

What can a fourth-grader take to claim both V/F?

Offering Grains/Breads at Lunch

- Plan full servings of G/B so that, if a student takes any G/B item, it counts.
- If 2 G/B food items are on a menu, make each 1 provide a full serving so that either 1 can count toward OVS. Note: both G/B items still count toward the weekly G/B requirement.
- Be sure to offer enough G/B servings to meet the weekly total.

OT-26 Display OT-26: Comparing Grains/Breads at Lunch (left side of first column only)

- ▶ For example:

In the Lasagna menu displayed, what foods provide how many G/B servings?

Reveal complete first column of OT-26.

The Lasagna and the Italian Bread each provide 1 full serving for OVS.

- ▶ What can a student take so that 1 G/B serving can be counted toward a reimbursable meal?

If a student takes either the Lasagna or the Italian Bread, or both of them, it still counts as only 1 serving of G/B for OVS (you cannot count 2 servings of G/B as 2 separate food items toward meeting OVS requirements). However, the Lasagna and Bread together contribute $3\frac{1}{4}$ G/B toward the weekly requirement of 8 G/B servings.

When partial servings of G/B are on the menu, such as breaded meats or mixed casseroles, menu planners can plan another food item that completes the full serving. However, usually it is easier just to count these partial servings toward meeting the weekly G/B requirement.

Display left side of second column of OT-26.

- ▶ From the Chicken Nuggets menu (shown on OT-26):

- How many G/B items are there? ($1\frac{1}{2}$ total, in 2 food items)

Reveal answers on right.

- What counts as a full serving? (roll only)
- Could a student select chicken nuggets, milk, and cookie as a reimbursable meal? (no)

Comparing Grains/Breads at Lunch	
(Grades 4-12)	
Lasagna	
Italian Bread	
Green Salad	
Pears	
Milk	
How many G/B items	
What counts?	
a reimbursable meal?	
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Comparing Grains/Breads at Lunch	
(Grades 4-12)	
Lasagna	2 oz M/MA + 1 svg G/B + $\frac{1}{4}$ cup V/F
Italian Bread	$2\frac{1}{4}$ svg G/B
Green Salad	$\frac{3}{4}$ cup V/F
Pears	$\frac{3}{4}$ cup V/F
Milk	8 oz MILK
How many G/B items?	
What counts?	
a reimbursable meal?	
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Comparing Grains/Breads at Lunch	
(Grades 4-12)	
Lasagna	2 oz M/MA + 1 svg G/B + $\frac{1}{4}$ cup V/F
Italian Bread	$2\frac{1}{4}$ svg G/B
Green Salad	$\frac{3}{4}$ cup V/F
Pears	$\frac{3}{4}$ cup V/F
Milk	8 oz MILK
How many G/B items?	
What counts?	
Chicken Nuggets	
Whole-Grain Roll	
Carrots with Dip	
Cinnamon Pears	
Oatmeal Cookie	
Chocolate Milk	
How many G/B items	
What counts?	
Would chicken nuggets, milk, and cookie be a reimbursable meal?	
OVS Traditional Food Based Menu Planning 26	

Comparing Grains/Breads at Lunch	
(Grades 4-12)	
Lasagna	2 oz M/MA + 1 svg G/B + $\frac{1}{4}$ cup V/F
Italian Bread	$2\frac{1}{4}$ svg G/B
Green Salad	$\frac{3}{4}$ cup V/F
Pears	$\frac{3}{4}$ cup V/F
Milk	8 oz MILK
How many G/B items?	
What counts?	
Chicken Nuggets	2 oz M/MA + $\frac{1}{2}$ svg G/B
Whole-Grain Roll	1 svg G/B
Carrots with Dip	$\frac{1}{2}$ cup V/F
Cinnamon Pears	$\frac{1}{4}$ cup V/F
Oatmeal Cookie	other food
Chocolate Milk	8 oz MILK
How many G/B items?	
What counts?	
Would chicken nuggets, milk, and cookie be a reimbursable meal?	
OVS Traditional Food Based Menu Planning 26	

Offering M/MA

OT-27

Display OT-27: Offering Meat/Meat Alternates at Lunch

Although regulations allow the M/MA to be served in the main dish or the main dish and 1 other food item, it is easier to determine that a student has taken a complete serving of M/MA if the M/MA is in the main dish only.

Offering Meat/Meat Alternates at Lunch

You can serve the M/MA in 1 or 2 food items (the main dish or the main dish and 1 other food), BUT:

- It is easier to count the M/MA if it is in the main dish only.
- When the M/MA is split between 2 foods, it is a good idea to merchandise and serve them together.

Example (grades 4-12):

Minestrone Soup ½ oz M/MA + ½ cup V/F + ½ svg G/B
Grilled Cheese Sandwich 2 svg G/B + 1½ oz M/MA
Fresh Banana ½ cup V/F
Royal Brownie other food
Choice of Milk 8 oz MILK

How could you offer the M/MA to increase chances that it will count toward the food component requirement?

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If a menu is occasionally planned in which the M/MA is split between the main dish and 1 other food, it is a good idea to merchandise and serve them together.

Note: Under any reasonable approach, 7 CFR Section 210.10(l)(2)(i), schools using one of the food-based menu planning systems have the flexibility to vary the quantity of the M/MA on a daily basis as long as the total amount served over the course of the school week equals the minimum daily quantity multiplied by the number of serving days in the week. Schools are still required to serve a minimum of 1 ounce of M/MA daily.

Take a look at the sample menu shown:

- ▶ How could you offer the food items contributing M/MA to increase the chances that it will count? Soup and Sandwich could be offered as 1 menu item.
- ▶ Although it provides more food variety, what might be a disadvantage to this menu? It may complicate serving logistics or upset students who want only the sandwich or only the soup. If students take it anyway, they may waste the part they don't want.

Production Planning

If properly implemented, OVS should reduce food waste, since students would not be required to accept food they do not wish to eat. Less food waste may not result, however, unless child nutrition program staff take care to avoid overproduction. Especially when implementing OVS for the first time, forecasting, purchasing, and other production practices may require adjustment.

To ensure proper planning for OVS, keep accurate menu production records that show quantities of food produced and leftovers. These records become a valuable planning tool, since they can be used along with other pertinent information to estimate the amounts of each food item to prepare the next time it is served.

Also, use cycle menus. Because cycle menus repeat themselves, they are helpful in making production estimates more accurate.

Production Planning Tips

To achieve the OVS goal of less food waste:

- Keep accurate menu production records.
- Use forecasting to plan food quantities.
- Use cycle menus.

Child Nutrition Staff Roles

Every member of the child nutrition program team has a role in OVS. This next activity will demonstrate the importance of each staff member.

► **ACTIVITY: What Difference Does It Make? (role play)**

1. Divide the participants into two equal groups.
2. Tell each group their task is to have fun demonstrating to the other group the difference that the child nutrition program staff makes in OVS implementation.
3. Distribute copies of Activity Sheet 5 to one group and Activity Sheet 6 to the other.
4. Allow groups 10 minutes to prepare, including: read the Activity Sheet, decide which role each participant will play, and plan how they will execute it. Provide props such as food photo cards and role nametags as needed. Remind them to have fun but get the point across in 5 minutes or less.
5. Have each group role-play their scene in front of the other group. Allow about 5 minutes per group.
6. Discuss the following questions after each role play:
 - How is staff morale in this situation?
 - What do students think of the food service?
 - How does this program fare financially?

To summarize, let's briefly look at each staff member's key role, and the characteristics for effective OVS that you just demonstrated.

Menu Planners

Much of the menu planner's role has been covered already. Once the menu is planned, communicating the planned menus, food items and quantities to the servers and cashiers is critical to the success of OVS. It is also key to educate students and teachers or other adults present during meals about reimbursable meals (see **Step 9: Sell the Idea** for ideas to promote OVS).

School Nutrition Staff Roles

Menu planners:

- Plan tasty, attractive menus featuring students' cultural and ethnic favorites.
- Include consistent numbers of food items and food item choices daily.
- Review menus to ensure meals meet daily and weekly requirements.
- Communicate menus to other staff.
- Educate students, teachers about OVS.

Cooks:

- Prepare the planned menu as directed.
- Follow standardized recipes.
- Portion foods accurately.

Cooks

While cooks do not have a direct role in planning or counting food items selected by students, they do play a role in OVS. For example, they must prepare menu items as directed, according to standardized recipes, and portion foods accurately, as appropriate.

Servers

Serving line staff have an important role in encouraging students to take the full planned menu, or if the student does not want the full meal, at least enough food to comprise a reimbursable meal. Strategies to do this include:

- Displaying choices clearly (so students know their options) and attractively (so they want to take what's offered).
- Ensuring correct portion sizes are served.
- Encouraging students to select foods, by making enthusiastic comments and using other merchandising techniques.

School Nutrition Staff Roles (continued)

Servers:

- Display food choices clearly, attractively.
- Ensure correct portion sizes.
- Encourage students to select a complete meal, via:
 - Enthusiastic comments
 - Merchandising

Cashiers:

- Review the planned menu:
 - Food items
 - Serving sizes
 - Reimbursable meals
- Remind students of choices and unit price.
- Practice!

Cashiers

Before each meal is served, the manager needs to work with the cashier to review the menu planned. Cashiers need to know the food items being offered, their portion sizes, and what qualifies as a reimbursable meal. Menu production records are a useful tool to help accomplish this. If the menu planner has carefully communicated serving sizes and food items for each day, the cashier's task should be easier.

- ▶ What can cashiers do when a student gets to the cash register with insufficient food items for a reimbursable meal?

The best thing to do is to prevent this from happening in the first place. Educating student customers in advance and merchandising food choices clearly are the most effective methods. If it does happen, you can remind students that they must take an additional item to receive the meal at the student price; otherwise, they must pay a la carte prices.

Addressing Logistical Issues

This training would be incomplete if we didn't address some of the logistical issues that child nutrition programs face when implementing OVS. Here we suggest some of these issues along with strategies for rendering them "non-issues."

Meal Service Efficiency

OT-31

Display OT-31: Meal Service Efficiency (left half)

Some child nutrition program staff considering OVS implementation are concerned about the efficiency of meal service. That is, they feel that allowing students to choose which food items to accept takes more time. Some programs using OVS have found this to be true—until they made small changes, such as those described below, that reduced meal service to an acceptable time span.

Key to the success of any change in meal service is student education, of course. When students know what they can expect and what is expected of them, meal service will go more smoothly. (See **Step 9: Sell the Idea** for ideas to promote OVS to the students).

Meal Service Efficiency

Issue: "OVS meal service takes too much time."

Solutions to try:

- Educate students, adults.
- Rearrange service area to improve flow.
- Add a cashier during rush times.
- Post choices at start of service line.
- Use posters, table tents, etc. to explain concept of OVS.

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Also, take a look at your serving area and brainstorm with others about ways to improve it. Meal service can flow faster and more smoothly sometimes with just a few small changes. And adding another cashier during “rush hour” almost always helps speed things up.

Display OT-31: Meal Service Efficiency (remaining half)

More Choices, Little Space

Countless child nutrition program managers have asked, “How can we offer more menu choices when our serving lines are already so cramped?” When space is limited (isn’t it always?), think about:



- Smaller food containers—Put smaller amounts of each menu item choice on the serving line at a time. You may have to replenish the line more often, but if it means offering more choices and thereby serving more students, it’s worth the extra effort in planning. And the added benefit of displaying smaller amounts is that food on the serving line looks (and often is) fresher.
- Three-dimensional displays—Arrange choices of fruits or vegetables in stacked containers, when possible, or in smaller containers side by side. Keep it visually appealing (colorful, neat) and accessible to students.
- Combination foods—Foods containing more than 1 food item take less space on the serving line.
- Mobile serving carts—Utilize those you have or find a way to purchase more. Any time you use mobile carts to expand your service area or take food to where students gather, you increase efficiency of service and often increase program participation overall.

Self-Serve Situations

When students serve themselves from a salad or other food bar, determining the minimum portions to meet OVS requirements can be tricky. For example, it's fairly obvious when a student has $\frac{1}{8}$ cup of fruit or vegetable on his or her plate, the minimum to count as 1 V/F serving. But you can't always tell if the servings of 2 different V/F total $\frac{3}{4}$ cup—enough to qualify for 2 V/F.

OT-32 Display OT-32: Alternative Meal Service (left half)

Here are some ways to make portion sizes on self-service lines less of a mystery:

- Use portion-control serving utensils—Ladles and scoops may encourage students to take average yet adequate portions.
- Measure out 2 portions. Place 1 on the serving line for students to gauge their portions and place the other near the cashier so she can compare it with what students have on their plates.
- Pre-portion some foods—You may want to do this especially with more expensive items (to control costs) or higher-fat items (to limit intake of fat by students). Purchased foods may come in their own packages.

Alternative Meal Service

Issue: "How do I recognize adequate portions in self-service situations?"

Solutions to try:

- Know the planned portion sizes.
- Plan consistent portions of similar foods.
- Pre-portion some foods.
- Use portion control serving utensils where feasible.
- Display a sample portion for students and cashier.
- Educate students, adults.



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Pre-pack/Pre-plated Meals

Display OT-32: Alternative Meal Service (remaining half)

Schools using a pre-pack or pre-plate delivery system may want to investigate the cost of modifying their system to make it more conducive to implementing OVS. Two alternatives are:

- Individually portion and package each food.
- Convert to a modified bulk delivery system where some food can be portioned at the point of service.

Consider the cost of packaging, storage, transportation, and labor, along with the cost savings expected from implementing OVS.

Alternative Meal Service

Issue: "How do I recognize adequate portions in self-service situations?"

Solutions to try:

- Know the planned portion sizes.
- Plan consistent portions of similar foods.
- Pre-portion some foods.
- Use portion control serving utensils where feasible.
- Display a sample portion for students and cashier.
- Educate students, adults.



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Issue: "How do we implement OVS with a pre-pack or pre-plate delivery system?"

Solutions to try:

- Individually portion or package each food item.
- Convert to modified bulk delivery (portion some items at point of service).

Consider the cost of packaging, storage, transportation, and labor, along with the cost of saving expected from implementing OVS.

Trainers: The following scenario or case study of a child nutrition program is designed to help participants work in small groups to create strategies for successful OVS.

► **ACTIVITY: OVS Consultants (case study)**

1. Divide the participants into smaller groups of 4-5 people.
2. Explain that they will be given the same case study. Their task will be to “solve” the case study using what they have learned in this training.
3. Instruct them in the three specific tasks listed on Activity Sheet 7.
4. Distribute Activity Sheet 7 to each small group and have one member read the case study aloud to the small group. Answer any questions about the case study at this point.
5. Allow about 15-20 minutes for groups to accomplish the three tasks and prepare to report back to the larger group.
6. Ask groups to report back by task. Write their contributions on a flip chart, if desired. That is, all groups give input on task #1, explaining OVS benefits. Then all groups give examples of possible reimbursable meal combinations (task #2), and so on. When groups report on task #3 (or before), bring up potential concerns of the staff in the case study, such as OVS increasing meal service time, and ask groups to respond.
7. Point out that participants have just reviewed what was covered in this training. Answer any remaining questions.

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Step 9: Sell the Idea

Trainers: This section outlines concerns about OVS from various members of the school community—and how to address them—written as you might present this information in a training session. In the activity, participants will further explore ways to address these concerns in order to promote OVS successfully.

When asked about the obstacles they face in OVS, especially for the first time, many child nutrition program directors and managers cite a lack of support from staff, administrators, parents, and teachers. They recognize a need for promoting OVS throughout the school community, from educating students about their food choices to increasing awareness among adults.

So, in this section we will explore the potential concerns of various audiences and discover ways to address them, in order to win full support for successful implementation of OVS.

Teaching Students

Most students catch on quickly to new ways of doing things. To minimize confusion, however, they have to be shown the ropes. You must educate students in advance if they are to make healthful choices while meal service operates smoothly under OVS.

OT-33

Display OT-33: Teaching Students

Students may be concerned or confused about the following:

- Number of items they can select—Younger students, especially, may wonder how many foods they can select, especially when offered a great variety of choices.
- Portion sizes—Older students may try to talk servers into larger portions of the food items they've chosen. Conversely, younger students may want less than a full serving of a food item.
- Pricing—Ever heard, “How come I only took 3 foods and she took 5 and we pay the same price?” Your answer might be, “You may take 2 more foods and not pay more.” Even better, however, would be to clearly publicize the unit-pricing requirement from day one. That is, post signs and tell your customers that the price of each meal is the same, whether a student chooses all or fewer food items, and that students must pay extra for more than 1 portion of the same food item.

Teaching Students

Concerns:

- Number of items to select
- Portion sizes
- Pricing

Strategies:

- Encourage students to select complete meals.
- Use age-appropriate materials (posters, table tents, other signs) at the point of service.
- Promote consistent, key messages.
- Give hands-on demonstrations.
- Enlist teachers' help.
- Remind them again and again.

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Whether you are introducing OVS for the first time or just orienting new students at the start of the school year, keep in mind the following tips.

- *Use age-appropriate materials.* Younger students might benefit from activity worksheets featuring a school meal tray, on which they could color in the foods they select from a given menu. Older students might prefer manipulating food models or responding to a one-page fact sheet. Cafeteria posters can be adapted for or even designed by students of all ages.
- *Promote consistent, key messages.* For example, in FBMP where menus are structured to support the *Food Guide Pyramid*, tell students that “3 are good, 4 are better, but 5 are the best!” Use this or other messages consistently in classroom presentations and printed menus and point-of-service signs.
- *Give hands-on demonstrations.* For example, use food models or photos in classrooms, and sample meal trays on the serving line. Offer cafeteria tours/kitchen field trips for students.
- *Enlist teachers’ help.* Incorporate OVS information into nutrition lessons. For example, show how school lunches provide foods from all groups in the *Food Guide Pyramid*. Then demonstrate how completely (or incompletely) lunches with 3, 4, and 5 food items meet the Pyramid guidelines.
- *Remind them again and again.* Reinforce OVS procedures daily with students as they come through the serving line. While posters and menu boards help, there is no substitute for friendly, consistent reminders about what students can select. Servers should prompt students to choose quickly (without harassing them!). Questions like, “Would you like corn or carrot sticks?” and “Which fruit are you going to have today?” encourage food selection but reinforce that the choice lies with the student.

- ▶ What other strategies have you heard of or tried that might be effective in promoting OVS with students?

Convincing Administrators

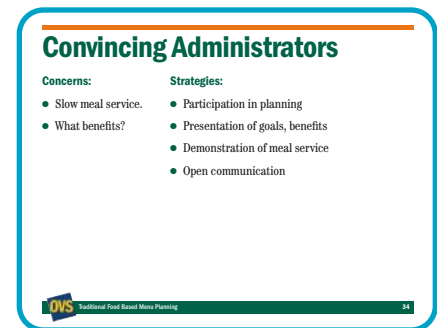
OT-34

Display OT-34: Convincing Administrators

The main concern with OVS voiced by principals and other administrators is that it “slows down the line”—that is, the time required for meal service increases when OVS is implemented. Many child nutrition program staff agree this is the case at first, but that service speeds back up once students and staff understand the procedure and have done it for a while. Administrators object to this inconvenience especially when they lack understanding of the benefits of OVS.

Thus, education in advance is also critical for this audience. Many child nutrition program directors say, “written memos don’t work.” Instead, try some of the following strategies:

- **Participation**—If feasible, invite the principal to help develop the implementation plan and time line. When she or he sees what is involved, she or he may be more patient with the time it takes to get it up and running.
 - **Presentations**—Either before school starts or at regular meetings, tell administrators about the goals of OVS, your implementation plans, and how it will benefit students and the program budget. Include any evaluation results you have, or offer to do an evaluation that demonstrate benefits such as food waste reduction, cost savings, and/or increased student satisfaction. You may want to summarize OVS benefits and plans on a one-page fact sheet.
 - **Demonstration**—Invite administrators to the cafeteria to see what you’ve done to make meal service more efficient, including how food selections are arranged on the serving line. Perhaps they’ll have ideas for even greater efficiency! Arrange for administrators to visit or interview other administrators at schools where OVS is in place.
 - **Open communication**—Keep administrators posted on implementation progress. Be flexible and willing to work things out to everyone’s satisfaction.
- What other strategies have you heard of or tried that might be effective in promoting OVS with administrators?



Educating Teachers

OT-35

Display OT-35: Educating Teachers

Teachers, too, can be concerned about the time required for meal service under OVS, especially if they must supervise students before getting a lunch break themselves. In schools all over the nation, child nutrition program staff have seen some teachers act on their strong feelings that students should take and eat all food items.

Perhaps these teachers lack confidence in students' ability to make choices, or remember times when food was scarce and children were urged to clean their plates.

When faced with these concerns we must ask, "Whose choice is it?" Then, we must provide clear answers and guidance to teachers. The following strategies (some similar to those for administrators, above) work best:

- **Participation**—Invite teachers to help develop the implementation plan and time line. Perhaps they can find a way for supervision responsibilities to be creatively shared or compensated. When they feel their concerns are heard and addressed, teachers may be more patient with the time it takes to get OVS up and running.
- **Presentations**—Either before school starts or at regular meetings, tell teachers briefly about the goals of OVS, your implementation plans, how it will benefit students, and the requirement you must meet. Show them, using food models/photos, examples of the selections students can make. Remind them that even young students are becoming savvy consumers and can make their own food choices. You may want to summarize OVS benefits and procedures on a one-page fact sheet that they can refer to later. A 5- to 10-minute presentation should suffice.
- **Demonstration**—Invite teachers to the cafeteria to observe your efforts toward meal service efficiency, such as arranging food selections together on the serving line. Offer cafeteria tours for their students.
- **Collaboration**—Make yourself available for 10-minute classroom demonstrations of OVS provisions. Or work out a way that OVS can tie in with nutrition lessons they've planned.
- **Open communication**—Keep an eye and ear open to teachers' future concerns. Thank them for their efforts to see that students are nourished. Remind them, also, that it is up to the students to choose what and how much to eat—or throw away.

Educating Teachers

Concerns:

- Slow meal service.
- Students should take and eat all food items.

Strategies:

- Presentation of goals, benefits, requirements.
- Participation in planning.
- Demonstration of meal service.
- Collaboration to educate students.
- Open communication.

Key points:

- Students select foods.
- Students may refuse any food item.
- Students may take any combination.
- Combination foods count as more than 1 food item.
- We encourage students to take complete meals.

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When communicating with teachers about OVS, keep in mind the following points:

- Students choose what to take.
 - Students may refuse any food item.
 - Students may take any combination of foods offered.
 - Some foods on the menu may count as more than 1 food item (combination foods).
- ▶ What other strategies have you heard of or tried that might be effective in promoting OVS with teachers?

Promoting to Parents

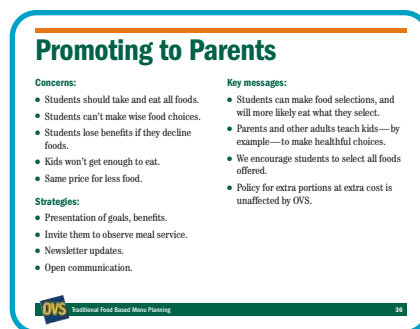
OT-36

Display OT-36: Promoting to Parents

Some parents feel, as some teachers do, that children should take and eat all the foods offered in school meals. Some parents may lack confidence in their children's abilities to make wise food choices. Others may feel that their children are not receiving full program benefits when some foods can be declined, or that kids won't select enough to eat, under OVS. Another concern of parents regarding OVS may be that they disagree with or lack understanding about how and why meals are priced as a unit. Also, they may object to the additional cost for extra portions.

Whatever their concerns, parents can be vocal critics of your program, and it pays to address their concerns and turn them into satisfied secondary customers. Some ways to do that include:

- Presentations—At PTA meetings, back-to-school night, or for other parent groups where you are invited, tell parents briefly about the goals of OVS and how it will benefit their children. A 5- to 10-minute presentation should suffice. Show them, using food models/photos, examples of the choices students can make. Invite them to the cafeteria during a meal to observe OVS in action. You may want to summarize OVS provisions on a one-page fact sheet that they can refer to later, but verbal communication is often most effective.
- Newsletters—If families in your school frequently read the PTA or principal's newsletter, include periodic reminders or clarifications about OVS in these publications. Keep them short and to the point.



- Open communication—Keep an eye and ear open to parents' future concerns. Remind them, as needed, that it is up to the students to choose what and how much to eat—or throw away.

When communicating with parents and other adults about OVS, focus on key messages, such as:

- Even young students are becoming savvy consumers and can make their own food choices.
 - Children are more likely to eat—and gain the most nutrition from—the foods they choose.
 - Parents, teachers, and other adults teach students—most often by example—about making healthful choices.
 - Students can always select all the foods offered—for the same price as fewer foods—and are encouraged to do so.
 - The policy that an additional portion of the same food item costs extra is not affected by OVS provisions.
- ▶ What other strategies have you heard of or tried that might be effective in promoting OVS with parents?

In the next activity, you will get a chance to plan an OVS promotion for one of these audiences.

▶ **ACTIVITY: Designing OVS Promotions (cooperative learning)**

1. Divide participants into four cooperative learning groups.
2. Assign each group a different audience: students, administrators, teachers, and parents.
3. Explain that they will have 15 minutes to design an OVS promotion for their assigned audience. They must address at least one of their audience's concerns just identified in class and prepare a 5-minute presentation of their promotion strategy to their classmates.
4. Encourage groups to be creative but realistic. Provide information, props, visual aids, and other resources to each group, as needed.
5. As groups make presentations, praise the highlights and suggest improvements or additions for when they try these strategies in their work setting.

Training Child Nutrition Staff


OT-37

Display OT-37: Training Child Nutrition Staff

As child nutrition staff, you may have concerns too. You may feel some resistance to the changes involved, or worry about time and space limitations (we discussed solutions earlier, in Step 7: Make It Happen), or sympathize with students who have trouble adjusting to new procedures.

Training School Nutrition Staff

Concerns:	Strategies:
<ul style="list-style-type: none">• Resistance to change.• Time and space limitations.• Sympathy for students.	<ul style="list-style-type: none">• Understand reasons for changes.• Recall the benefits of OVS.• Set realistic goals, implement gradually.• Keep communication open.• Reward success!

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If starting OVS changes how you must do your job, that can feel threatening. To help overcome any resistance to change, try the following:

- Be sure you understand the reasons for any changes, and keep asking questions to gain clarification on all aspects of OVS.
- Recall the benefits of OVS—to you, your student customers, and the program budget.
- Help set realistic goals and a timeline to implement the changes gradually (such as one grade group at a time), so you can be successful and evaluate and refine procedures as you go along.
- Keep communication open, from confirming that all staff members know what portion sizes to serve, to giving your manager frequent updates on OVS implementation progress.
- Recognize good effort—your own, your coworkers’—and reward yourselves for successful implementation.

If students try to convince you to allow them to select foods in ways that disagree with OVS provisions, you may be tempted to sympathize with them. If you find this happening, remember that, while customer relations are important, so are your jobs! Stay positive, and try these tactics:

- Explain to students how OVS and any recent changes benefit them (more choice, not required to take all foods).
- Encourage students to take complete meals. If they want larger portions of some foods, for example, explain that the policy on portion sizes has not changed, and that extra portions are available at cost (or whatever your school policy is). Encourage them to select another food item instead of larger portions.

Hopefully this training has addressed most of your concerns. But what about others who work in the child nutrition program? Whenever new or substitute employees come on board, they will need OVS training. Some ways to provide this include:

- On-the-job mentoring/training—Demonstrate, as we have in this training’s activities, what must be offered, what a student can select, and how it affects many aspects of the program, from food production to finances. Use foods on the serving line or food models/photos to aid understanding. Rotate mentoring responsibilities among experienced employees, since the best way to learn something is to teach it!
 - Home study—Check if appropriate materials, such as a video/workbook set, are available for your menu planning system. Contact the Food and Nutrition Information Center (FNIC) of the National Agricultural Library by calling (301) 504-5719 or sending e-mail to fnic@nal.usda.gov.
 - Regular training sessions—Schedule a regular review of OVS provisions and procedures at least annually for all employees. Classroom/group settings encourage staff to share useful tips on OVS implementation.
- What other strategies have you heard of or tried that might be effective in promoting OVS with child nutrition program staff?

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Step 10: Measure Your Success

Trainers: You may give this set of 10 questions to participants as a written post-test, or use it verbally with the group. It aims to assess whether participants have met the core educational objectives of this module. Answers are in Appendix E.

Directions: For each item below, choose the best answer that completes the statement or answers the question with regard to Traditional FBMP. There is only one correct answer per question.

1. The goals of OVS are to:
 - a) Increase food selection by students and improve menu planning.
 - b) Decrease plate waste and provide more food choices.
 - c) Permit students to select foods they want to eat and decrease food waste.
 - d) Make meal counting easier and save money in child nutrition programs.
2. Which of the following is **not** a general rule under OVS?
 - a) OVS must be implemented at all grade levels.
 - b) Meals must be priced as a unit.
 - c) Students have the option of which food items to decline.
 - d) Serving sizes must equal or exceed the minimum quantity for each age or grade group.
3. How many and what types of **food components** must be offered at lunch?
 - a) 5: meat/meat alternate, grains/breads, vegetables/fruits, vegetables/fruits, and milk.
 - b) 4: meat/meat alternate, grains/breads, vegetables/fruits, and milk.
 - c) 5: meat/meat alternate, grains/breads, vegetables/fruits, milk, and other foods.
 - d) 3: grains/breads, vegetables/fruits, and milk.

4. How many **food items** must be offered to meet the meal pattern requirements for lunch?
- a) 5: meat/meat alternate, grains/breads, vegetables/fruits (2 servings of 2 different types), and milk.
 - b) 4: meat/meat alternate, grains/breads, vegetables/fruits, and milk.
 - c) 5: meat/meat alternate, grains/breads (2 servings of 2 different types), vegetables/fruits, milk.
 - d) 3: grains/breads, vegetables/fruits, and milk.

LUNCH MENU for Grades 4-12 (referred to in Questions 5-7):

- Roast Beef Sandwich with mayonnaise, mustard, lettuce and tomato (2 servings G/B, 2 ounces M/MA, $\frac{1}{4}$ cup V/F)
 - Oven-Fried Potatoes ($\frac{1}{2}$ cup)
 - Carrot Sticks with Dip ($\frac{1}{4}$ cup)
 - Vanilla Pudding
 - Choice of Milk (8 fl ounces)
5. From the menu above, how many of the 5 food items can a high school student decline under OVS?
- a) None
 - b) 1
 - c) 2
 - d) 3
6. In the menu above, which foods may a student decline?
- a) Any except the milk.
 - b) Any food.
 - c) Only the sandwich.
 - d) Only the pudding.

7. From the menu above, which of the following combinations qualifies as a reimbursable meal?
- a) Sandwich and Potatoes.
 - b) Potatoes, Carrots and Pudding.
 - c) Sandwich and Milk.
 - d) Both (a) and (c).
8. In planning menus, which of the following combinations of food items **cannot** qualify as a reimbursable breakfast?
- a) Meat/meat alternate (2 servings), juice/fruit/vegetable, and milk.
 - b) Meat/meat alternate, grains/breads, juice/fruit/vegetable, and milk.
 - c) Meat/meat alternate, grains/breads, and milk.
 - d) Grains/breads (2 servings), juice/fruit/vegetable, and milk.
9. Which of the following menus may be offered to comprise a reimbursable breakfast?
- a) Fluid milk, sausage, pancake, and applesauce.
 - b) Oatmeal, toast, fruit cup and milk.
 - c) Scrambled egg, melon wedge, and milk.
 - d) All of the above.
10. At breakfast, OVS allows students to decline how many food items?
- a) Two.
 - b) One.
 - c) It depends on the number of items offered.
 - d) None.

Training Tools

Overhead Transparencies

1. What Is OVS?
2. OVS: Who, When, and Where?
3. What's for Lunch?
4. Lunch Age/Grade Groups
5. Grains/Breads at Lunch
6. Vegetables/Fruits at Lunch
7. Sample Traditional FBMP Lunch Menus (Grades K-3)
8. Combination Foods at Lunch
9. Reimbursable Lunches
10. Counting Vegetables/Fruits at Lunch
11. Counting Grains/Breads at Lunch
12. Counting Meat/Meat Alternates at Lunch
13. Combination Foods with OVS at Lunch
14. Taco Bar Lunch Menu #1
15. Taco Bar Lunch Menu #2
16. What's for Breakfast?
17. G/B or M/MA or Both at Breakfast?
18. Sample Traditional FBMP Breakfast Menus (Grades K-12)
19. Reimbursable Breakfasts
20. Counting Breakfast Food Items
21. Mind Your G/Bs and M/MAs in the Morning at Breakfast!
22. Breakfast Combinations
23. Consistency Counts
24. V/F Choices at Lunch
25. Offering Grains/Bread at Lunch
26. Comparing Grains/Breads at Lunch
27. Offering Meat/Meat Alternates at Lunch
28. Production Planning Tips
29. School Nutrition Staff Roles
30. School Nutrition Staff Roles (continued)
31. Meal Service Efficiency
32. Alternative Meal Service
33. Teaching Students
34. Convincing Administrators
35. Educating Teachers
36. Promoting to Parents
37. Training School Nutrition Staff

Activity Sheets

1. Sample Lunch Menus—Traditional FBMP (Grades K-3)
2. Sample Lunch Menus—Traditional FBMP (Grades 4-12)
3. Sample Breakfast Menus—Traditional FBMP (Grades K-12)
4. More Sample Breakfast Menus—Traditional FBMP (Grades K-12)
5. Role Play—The Case of the Nearsighted "Not-My-Job" Crew
6. Role Play—The Case of the "Do-It-Right" Dynamos
7. Case Study—OVS Consultants

Appendices

- A. Traditional Food Based Menu Planning—Meal Pattern for Lunches
- B. Traditional Food Based Menu Planning—Meal Pattern for Breakfasts
- C. Grains/Breads Instruction [pp. 237-242 of *A Menu Planner for Healthy School Meals*]
- D. Activity Sheet Answer Keys
- E. Answers to Post-test Questions

Sources for Other Training Tools

Food Models for General Audiences (food photo cards; \$23.00 + shipping)
National Dairy Council
(800) 426-8271 FAX: (800) 974-6455

Life/form Food Replicas (plastic/rubber food models; prices vary)
NASCO Nutrition Teaching Aids
(800) 558-9595
www.homeschool-nasco.com

Additional Resources

A Menu Planner for Healthy School Meals. United States Department of Agriculture, Food and Nutrition Service. FNS-303. 1998.

Appendix A: Traditional Food-Based Menu Planning—Meal Pattern for Lunches

Food Components and Food Items	Minimum Quantities				Recommended Quantities
	Group I Ages 1-2 Preschool	Group II Ages 3-4 Preschool	Group III Ages 5-8 Grades K-3	Group IV Ages 9 and Older Grades 4-12	Group V Ages 12 and Older Grades 7-12
Milk (as a beverage)	6 fluid ounces	6 fluid ounces	8 fluid ounces	8 fluid ounces	8 fluid ounces
Meat or Meat Alternate (quantity of the edible portion as served):					
Lean meat, poultry, or fish	1 ounce	1½ ounces	1½ ounces	2 ounces	3 ounces
Alternate Protein Products ¹	1 ounce	1½ ounces	1½ ounces	2 ounces	3 ounces
Cheese	1 ounce	1½ ounces	1½ ounces	2 ounces	3 ounces
Large egg	½	¾	¾	1	1½
Cooked dry beans or peas	¼ cup	⅜ cup	⅜ cup	½ cup	¾ cup
Peanut butter or other nut or seed butters	2 tablespoons	3 tablespoons	3 tablespoons	4 tablespoons	6 tablespoons
Yogurt, plain or flavored, unsweetened or sweetened	4 ounces or ½ cup	6 ounces or ¾ cup	6 ounces or ¾ cup	8 ounces or 1 cup	12 ounces or 1½ cups
<i>The following may be used to meet no more than 50% of the requirement and must be used in combination with any of the above:</i>					
Peanuts, soynuts, tree nuts, or seeds, as listed in program guidance, or an equivalent quantity of any combination of the above meat/meat alternate (1 ounce of nuts/seeds = 1 ounce of cooked lean meat, poultry, or fish)	½ ounce = 50%	¾ ounce = 50%	¾ ounce = 50%	1 ounce = 50%	1½ ounces = 50%
Vegetable or Fruit: 2 or more servings of vegetables, fruits or both	½ cup	½ cup	½ cup	¾ cup	¾ cup
Grains/Breads (servings per week): Must be enriched or whole-grain A serving is a slice of bread or an equivalent serving of biscuits, rolls, etc., or ½ cup of cooked rice, macaroni, noodles, other pasta products or cereal grains	5 servings per week ² — minimum of ½ serving per day	8 servings per week ² — minimum of 1 serving per day	8 servings per week ² — minimum of 1 serving per day	8 servings per week ² — minimum of 1 serving per day	10 servings per week ² — minimum of 1 serving per day

¹ Must meet the requirements in Appendix A of 7 CFR Part 210.

² For the purposes of this table, a week equals five school days.

Appendix B: Traditional Food-Based Menu Planning—Meal Pattern for Breakfasts

Food Components and Food Items	Ages 1-2	Ages 3, 4 and 5	Grades K-12
Milk (fluid) (as a beverage, on cereal or both)	4 fluid ounces	6 fluid ounces	8 fluid ounces
Juice/Fruit/Vegetable: Vegetable and/or fruit; or full-strength fruit juice or vegetable juice	¼ cup	½ cup	½ cup
<i>Select 1 serving from each of the following components, 2 from 1 component, or an equivalent combination:</i>			
Grains/Breads:			
Whole-grain or enriched bread	½ slice	½ slice	1 slice
Whole-grain or enriched biscuit, roll, muffin, etc.	½ serving	½ serving	1 serving
Whole-grain, enriched or fortified cereal	¼ cup or ⅓ ounce	⅓ cup or ½ ounce	¾ cup or 1 ounce
Meat or Meat Alternates:			
Meat/poultry or fish	½ ounce	½ ounce	1 ounce
Alternate protein products ¹	½ ounce	½ ounce	1 ounce
Cheese	½ ounce	½ ounce	1 ounce
Large egg	½	½	½
Peanut butter or other nut or seed butters	1 tablespoon	1 tablespoon	2 tablespoons
Cooked dry beans and peas	2 tablespoons	2 tablespoons	4 tablespoons
Nuts and/or seeds (as listed in program guidance) ²	½ ounce	½ ounce	1 ounce
Yogurt, plain or flavored, unsweetened or sweetened	2 ounces or ¼ cup	2 ounces or ¼ cup	4 ounces or ½ cup

¹ Must meet the requirements in Appendix A of 7 CFR Part 220.

² No more than 1 ounce of nuts and/or seeds may be served in any one breakfast.

Appendix C: Grains/Breads Instruction

The following is the wording of the revised Grains/Breads Instruction issued by the U.S. Department of Agriculture's Food and Nutrition Service (FNS) on January 8, 1997 (FCS Instruction Number 783-1, REV.2, 1-8-97).

FCS Instruction Number 783-1 REV.2 1-8-97

U.S. Department of Agriculture
3101 Park Center Drive
Alexandria, VA 22302-1500

Action By: Regional Directors
Nutrition and Technical Services
Special Nutrition Programs

Source Citation: Sections 210.10, 210.10a, 220.8, 220.8a, 225.16, and 226.20

The Grains/Breads Requirement for the Food-Based Menu Planning Alternatives in the Child Nutrition Programs

The food-based menu planning alternatives in the Child Nutrition Programs (i.e., the National School Lunch Program (NSLP), the School Breakfast Program (SBP), the Child and Adult Care Food Program (CACFP), and the Summer Food Service Program (SFSP) contain a requirement that all meals offered include grains/breads or bread/bread alternate food item(s), hereafter termed “grains/breads.” Program regulations set forth the minimum quantities of grains/breads required for breakfasts, lunches, suppers and supplements (snacks) to be reimbursable. This Instruction sets forth the criteria to be used to determine acceptable grains/breads, the criteria to be used to determine equivalent minimum serving sizes, and examples of foods that qualify as grains/breads for meals served under the food-based menu planning alternatives in all Child Nutrition Programs.

I. Criteria for Determining Acceptable Grains/Breads Under the Food-Based Menu Planning Alternatives

The following criteria are to be used as a basis for crediting items to meet the grains/breads requirement under the food-based menu planning alternatives:

- A. All grains/breads items must be enriched or whole-grain, made from enriched or whole-grain meal or flour, or if it is a cereal, the product must be whole-grain, enriched or fortified. Bran and germ are credited the same as enriched or whole-grain meal or flour.

- B. The label must indicate that the product is enriched or whole-grain; made from enriched or whole-grain meal or flour as well as bran and/or germ; or fortified. If it is enriched, the item must meet the Food and Drug Administration's Standards of Identify (21 CFR Section 136, 137, 139) for enriched bread, macaroni and noodle products, rice, or cornmeal.
- C. The item must be provided in quantities specified in the regulations. One-quarter ($\frac{1}{4}$) of a serving is the smallest amount allowable to be credited toward the minimum quantities of grains/breads specified in program regulations.

II. Criteria for Determining Equivalent Minimum Serving Sizes

Exhibit A, attached, contains the equivalent minimum serving sizes for a wide variety of purchased food items.

In lieu of using the minimum serving sizes listed in Exhibit A, the contribution of a grains/breads in a recipe may be calculated to determine the number of grains/breads servings the recipe provides. The crediting of a food item as a grains/breads serving is determined by the total amount of enriched or whole-grain meal and/or flour in the recipe divided by the number of servings the recipe yields. Bran and germ are calculated in the same manner as enriched or whole-grain meal and flour.

For the types of food items listed in Groups A-G of Exhibit A to count as one full serving, an item must contain no less than 14.75 grams (0.52 ounces) of enriched or whole-grain meal and/or flour. For the types of food items listed in Groups H and I of Exhibit A to count as one full serving, the weights and volumes listed therein must be used.

III. Foods that Qualify as Grains/Breads

Foods that qualify as grains/breads for the Child Nutrition Programs are foods that are enriched or whole-grain or made from enriched or whole-grain meal or flour. Bran and germ are credited the same as enriched or whole-grain meal or flour. Such foods include, but are not limited to:

- A. *Breads* that are enriched or whole-grain.
- B. *Biscuits, bagels, rolls, tortillas, muffins, or crackers* made with enriched or whole-grain meal or flour.
- C. *Cereal grains (cooked) such as rice, bulgur, oatmeal, corn grits, wheat or couscous* that are enriched or whole-grain.
- D. *Ready-to-eat breakfast cereals* that are enriched, whole-grain, or fortified.

- E. *Cereals or bread products* that are used as an ingredient in another menu item such as crispy rice treats, oatmeal cookies or breading on fish or poultry when they are enriched, whole-grain, or fortified.
- F. *Macaroni or noodle products (cooked)* made with enriched or whole-grain flour. Program regulations for the NSLP and the SFSP allow enriched macaroni products that have been fortified with protein to be counted to meet either a grains/breads or meat/meat alternate requirement but not as both in the same meal.
- G. *Sweet foods such as toaster pastries, coffee cake, doughnuts, sweet rolls, cookies, cakes, or formulated grain-fruit products (authorized under Appendix A of 7 CFR part 220)* when made with enriched or whole-grain meal or flour and served, as permitted under Exhibit A. When sweet foods are permitted, no more than one grains/breads serving per day may be a dessert and sweet snack foods should not be served as part of a snack more than twice a week.
- H. *Pie crust* when made with enriched or whole-grain meal or flour and served, as permitted under Exhibit A.
- I. *Non-sweet snack products such as hard pretzels, hard breadsticks, and chips* made from enriched or whole-grain meal or flour.

Ronald J. Vogel

Acting Deputy Administrator for
Special Nutrition Programs

Attachment

Grains/Breads for the Food-Based Menu Planning Alternatives In the Child Nutrition Programs¹

Group A	Minimum Serving Size for Group A
<ul style="list-style-type: none"> ■ Bread type coating ■ Bread sticks (hard) ■ Chow mein noodles ■ Crackers (saltines and snack crackers) ■ Croutons ■ Pretzels (hard) ■ Stuffing (dry) <p style="margin-left: 40px;">Note: Weights apply to bread in stuffing.</p>	<p>1 serving = 20 gm or 0.7 oz</p> <p>$\frac{3}{4}$ serving = 15 gm or 0.5 oz</p> <p>$\frac{1}{2}$ serving = 10 gm or 0.4 oz</p> <p>$\frac{1}{4}$ serving = 5 gm or 0.2 oz</p>
Group B	Minimum Serving Size for Group B
<ul style="list-style-type: none"> ■ Bagels ■ Batter type coating ■ Biscuits ■ Breads (white, wheat, whole wheat, French, Italian) ■ Buns (hamburger and hotdog) ■ Crackers (graham crackers— all shapes, animal crackers) ■ Egg roll skins ■ English muffins ■ Pita bread (white, wheat, whole wheat) ■ Pizza crust ■ Pretzels (soft) ■ Rolls (white, wheat, whole wheat, potato) ■ Tortillas (wheat or corn) ■ Tortilla chips (wheat or corn) ■ Taco shells 	<p>1 serving = 25 gm or 0.9 oz</p> <p>$\frac{3}{4}$ serving = 19 gm or 0.7 oz</p> <p>$\frac{1}{2}$ serving = 13 gm or 0.5 oz</p> <p>$\frac{1}{4}$ serving = 6 gm or 0.2 oz</p>

Group C	Minimum Serving Size for Group C
<ul style="list-style-type: none"> ■ Cookies² (plain) ■ Cornbread ■ Corn muffins ■ Croissants ■ Pancakes ■ Pie crust (dessert pies,² fruit turnovers,³ and meat/meat alternate pies) ■ Waffles 	<p>1 serving = 31 gm or 1.1 oz</p> <p>$\frac{3}{4}$ serving = 23 gm or 0.8 oz</p> <p>$\frac{1}{2}$ serving = 16 gm or 0.6 oz</p> <p>$\frac{1}{4}$ serving = 8 gm or 0.3 oz</p>
Group D	Minimum Serving Size for Group D
<ul style="list-style-type: none"> ■ Doughnuts³ (cake and yeast raised, unfrosted) ■ Granola bars³ (plain) ■ Muffins (all, except corn) ■ Sweet roll³ (unfrosted) ■ Toaster pastry³ (unfrosted) 	<p>1 serving = 50 gm or 1.8 oz</p> <p>$\frac{3}{4}$ serving = 38 gm or 1.3 oz</p> <p>$\frac{1}{2}$ serving = 25 gm or 0.9 oz</p> <p>$\frac{1}{4}$ serving = 13 gm or 0.5 oz</p>
Group E	Minimum Serving Size for Group E
<ul style="list-style-type: none"> ■ Cookies² (with nuts, raisins, chocolate pieces and or/fruit purees) ■ Doughnuts³ (cake and yeast raised, frosted or glazed) ■ French toast ■ Grain fruit bars³ ■ Granola bars³ (with nuts, raisins, chocolate pieces and or/fruit) ■ Sweet rolls³ (frosted) ■ Toaster pastry³ (frosted) 	<p>1 serving = 63 gm or 2.2 oz</p> <p>$\frac{3}{4}$ serving = 47 gm or 1.7 oz</p> <p>$\frac{1}{2}$ serving = 31 gm or 1.1 oz</p> <p>$\frac{1}{4}$ serving = 16 gm or 0.6 oz</p>

1. Some of the following foods, or their accompaniments may contain more sugar, salt, and/or fat than others. This should be a consideration when deciding how often to serve them.
2. Allowed only for desserts under the enhanced food-based menu planning alternative specified in section 210.10 and supplements (snacks) served under the NSLP, SFSP, and CACFP.
3. Allowed for desserts under the enhanced food-based menu planning alternative specified in section 210.10 and supplements (snacks) served under the NSLP, SFSP, and CACFP, and for breakfasts served under the SBP, SFSP and CACFP.
4. Refer to program regulations for the appropriate serving size for supplements served to children aged 1 through 5 in the NSLP; breakfasts served under the SBP; and meals served to children ages 1 through 5 and adult participants in the CACFP. Breakfast cereals are traditionally served as a breakfast menu item but may be served in meals other than breakfast.

Group F	Minimum Serving Size for Group F
<ul style="list-style-type: none"> ■ Cake² (plain, unfrosted) ■ Coffee cake³ 	<p>1 serving = 75 gm or 2.7 oz</p> <p>$\frac{3}{4}$ serving = 56 gm or 2 oz</p> <p>$\frac{1}{2}$ serving = 38 gm or 1.3 oz</p> <p>$\frac{1}{4}$ serving = 19 gm or 0.7 oz</p>
Group G	Minimum Serving Size for Group G
<ul style="list-style-type: none"> ■ Brownies² (plain) ■ Cake² (all varieties, frosted) 	<p>1 serving = 115 gm or 4 oz</p> <p>$\frac{3}{4}$ serving = 86 gm or 3 oz</p> <p>$\frac{1}{2}$ serving = 58 gm or 2 oz</p> <p>$\frac{1}{4}$ serving = 29 gm or 1 oz</p>
Group H	Minimum Serving Size for Group H
<ul style="list-style-type: none"> ■ Barley ■ Breakfast cereals (cooked)⁴ ■ Bulgur or cracked wheat ■ Macaroni (all shapes) ■ Noodles (all varieties) ■ Pasta (all shapes) ■ Ravioli (noodle only) ■ Rice (enriched white or brown) 	<p>1 serving = $\frac{1}{2}$ cup cooked (or 25 gm dry)</p>
Group I	Minimum Serving Size for Group I
<ul style="list-style-type: none"> ■ Ready-to-eat breakfast cereal (cold dry)⁴ 	<p>1 serving = $\frac{3}{4}$ cup or 1 oz whichever is less</p>

1. Some of the following foods, or their accompaniments may contain more sugar, salt, and/or fat than others. This should be a consideration when deciding how often to serve them.
2. Allowed only for desserts under the enhanced food-based menu planning alternative specified in section 210.10 and supplements (snacks) served under the NSLP, SFSP, and CACFP.
3. Allowed for desserts under the enhanced food-based menu planning alternative specified in section 210.10 and supplements (snacks) served under the NSLP, SFSP, and CACFP, and for breakfasts served under the SBP, SFSP and CACFP.
4. Refer to program regulations for the appropriate serving size for supplements served to children aged 1 through 5 in the NSLP; breakfasts served under the SBP; and meals served to children ages 1 through 5 and adult participants in the CACFP. Breakfast cereals are traditionally served as a breakfast menu item but may be served in meals other than breakfast.

Appendix D: Answer Keys

Activity Sheet 1—Answer Key

Sample Lunch Menus—Traditional FBMP (Grades K-3)

FOOD ITEMS	FOOD COMPONENTS
Lasagna OR Taco Pocket Green Salad with Dressing Fresh Banana Half Choice of Milk	<i>M/MA + G/B</i> <i>M/MA + G/B</i> <i>V/F</i> <i>V/F</i> <i>Milk</i>
Hamburger on Bun with Fixin's (Catsup, Mustard, Relish) OR Chicken Nuggets with Roll Potato Rounds Fruit Cocktail Oatmeal Cookie Choice of Milk	<i>M/MA + G/B</i> <i>M/MA + G/B</i> <i>V/F</i> <i>V/F</i> <i>Other</i> <i>Milk</i>
Ham Sandwich with Mayo, Mustard OR Bean & Cheese Burrito with Salsa Green Beans Peach Slices Low-fat Vanilla Pudding Choice of Milk	<i>M/MA + G/B</i> <i>M/MA + G/B</i> <i>V/F</i> <i>V/F</i> <i>Other</i> <i>Milk</i>
Spaghetti with Meat Sauce and Garlic Bread OR Peanut Butter & Jelly Sandwich Tossed Salad with Dressing Fresh Apple Choice of Milk	<i>M/MA + G/B</i> <i>M/MA + G/B</i> <i>V/F</i> <i>V/F</i> <i>Milk</i>
BBQ Chicken Drumsticks OR Cajun Fish Filet with Lemon Seasoned Rice Carrot & Celery Sticks with Dip Kiwifruit Bread Pudding Choice of Milk	<i>M/MA</i> <i>M/MA</i> <i>G/B</i> <i>V/F</i> <i>V/F</i> <i>Other</i> <i>Milk</i>

Activity Sheet 2—Answer Key

Sample Lunch Menus—Traditional FBMP (Grades 4-12)

MENU ITEMS OFFERED	FOOD COMPONENTS	REIMBURSABLE MEALS	NOT REIMBURSABLE
BBQ Pork on Whole Wheat Bun with Coleslaw OR Chicken/Vegetable Stir-Fry with Chinese Noodles and Steamed Rice Pineapple Tidbits Gingerbread with Whipped Topping Choice of Milk	2 oz M/MA + 2 svg G/B + ½ cup V/F ¼ cup V/F 8 oz MILK	BBQ Pork/Bun/Coleslaw Chicken/Noodles/Rice Either entrée with pineapple Either entrée with milk Either entrée with gingerbread All food items	Pineapple and milk Pineapple and gingerbread Pineapple, gingerbread and milk Gingerbread and milk
Vegetable Lasagna with Garlic Bread OR Sub Sandwich with Oven-Fried Potato Wedges Tossed Salad with Dressing New Oatmeal-Raisin Cookie Choice of Milk	2 oz M/MA + 2 svg G/B + ¾ cup V/F ½ cup V/F 8 oz MILK	Lasagna/Bread Sandwich/Potatoes Either entrée with salad Either entrée with milk Either entrée with cookie All food items	Salad and milk Salad and cookie Cookie and milk Salad, cookie and milk
Breaded Chicken Nuggets with Honey-Mustard Dip OR Corn Dog with Mustard Oven Fries with Catsup Carrot & Celery Sticks with Dip Whole-Grain Roll Choice of Milk	2 oz M/MA + ½ svg G/B ½ cup V/F ¾ cup V/F 1 svg G/B 8 oz MILK	Either entrée with roll and either vegetable Both vegetables with roll Both vegetables with milk Either vegetable with roll, milk Any four or five items	Entrée and one item Fries + milk or roll Roll + milk Carrot/celery + milk or roll
Chili Cheese Nachos with Cornbread OR Breaded Fish Fillet on Bun with Tartar Sauce Tossed Salad with Dressing Steamed Green Peas Apple Crisp Choice of Milk	2 oz M/MA + 2½ svg G/B ½ cup V/F ¼ cup V/F ¼ cup V/F 8 oz MILK	Either entrée with one other item Salad, peas, milk Salad, apple crisp, milk Salad, peas, apple crisp, milk All food items	Entrée only Milk + peas or salad or apple crisp Peas, apple crisp and milk
Spaghetti with Meat Sauce OR Honey-Lemon Chicken with Steamed Rice Broccoli Spears Fresh Peach Garlic Bread Choice of Milk	2 oz M/MA + 1 svg G/B ¾ cup V/F ½ cup V/F 1 svg G/B 8 oz MILK	Either entrée with one other item Broccoli, bread, milk Broccoli, peach, milk Peach, bread, milk Broccoli, peach, bread All food items	Entrée only Broccoli + milk, peach or bread Peach + milk or bread Bread + milk

Activity Sheet 3—Answer Key

Sample Breakfast Menus—Traditional FBMP (Grades K-12)

FOOD ITEMS	FOOD COMPONENTS
Assorted Cereal Toast & Jam Orange Juice Milk	<i>G/B</i> <i>G/B</i> <i>V/F</i> <i>Milk</i>
Cheese & Egg Quesadilla with Salsa Applesauce Milk	<i>G/B + M/MA</i> <i>Condiment or V/F (depending</i> <i>on quantity)</i> <i>V/F</i> <i>Milk</i>
Flavored Yogurt Bagel Half with Jelly Dried Fruit Mix Milk	<i>M/MA</i> <i>G/B</i> <i>V/F</i> <i>Milk</i>
Toasted Ham & Cheese Sandwich Half Pineapple Chunks Milk	<i>G/B + M/MA</i> <i>V/F</i> <i>Milk</i>
Baked French Toast Orange Wedges Milk	<i>G/B + M/MA</i> <i>V/F</i> <i>Milk</i>

Activity Sheet 4—Answer Key

Sample Breakfast Menus—Traditional FBMP (Grades K-12)

MENU ITEMS OFFERED	FOOD COMPONENTS	REIMBURSABLE MEALS	NOT REIMBURSABLE
Muffin Square Scrambled Egg Fruit Salad Choice of Milk	1 G/B 2 M/MA ½ cup V/F 8 oz MILK	Scrambled egg + fruit salad or milk Any 3 items All 4 items	Muffin and scrambled egg Muffin and fruit salad Muffin and milk 1 item only
Pancake with Syrup Sausage Patty Sliced Peaches Choice of Milk	1 G/B 1 M/MA ½ cup V/F 8 oz MILK	Any 3 items All 4 items	2 or fewer items
Breakfast Burrito with Salsa Kiwi fruit Choice of Milk	1 M/MA + 1 G/B ¼ cup V/F ¼ cup V/F 8 oz MILK	Burrito, salsa and kiwi fruit Burrito and milk Burrito, salsa and milk Burrito, kiwi fruit and milk All 4 items	Burrito with salsa Burrito and kiwi fruit Kiwi fruit and milk Kiwi fruit or milk only
Hard-cooked Egg Oatmeal with Raisins Choice of Juice Choice of Milk	2 M/MA 1 G/B ½ cup V/F 8 oz MILK	Hard-cooked Egg and juice or milk Any 3 items All 4 items	Hard-cooked Egg and oatmeal Oatmeal and juice Oatmeal and milk 1 item only
Choice of Cereal Toasted Mini-Bagel with Jam Fresh Banana Choice of Milk	1 G/B 1 G/B ½ cup V/F 8 oz MILK	Any 3 items All 4 items	2 or fewer items

Appendix E: Answers to “Measure Your Success” – Step 10 (Post-test Questions)

1. c

While answers (a), (b), and (d) may result from implementing OVS, the express goals are described in answer (c).

2. a

OVS implementation is only required at the senior high school level.

3. b

4 food components must be offered at lunch, as listed in answer (b).

4. a

5 food items must be offered at lunch: 1 each of the 4 food components.

5. c

Under OVS, students must take at least 3 of the 5 food items offered.

6. b

Students may decline any type of food. They are not required to take the main dish, or the milk, or any other specific food as long as they take at least 3 of the 5 food items offered. Note: If the main dish at lunch contains 3 food items, the student may not be able to decline it (depends on what else is offered for the meal).

7. d

Students must select at least 3 of the 5 food items offered. Potatoes, carrots and pudding are 3 foods, but the pudding is extra and does not qualify as a food item in planning reimbursable meals.

8. c

The vegetable/fruit/juice component is missing from answer (c).

9. d

All the menus shown include 3 or 4 food items from the 4 required food components.

10. b

Regardless of the number of food items offered, students may decline a maximum of 1 food item for the meal to count under OVS.

